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THE UNIVERSITY OF ALBERTA

A COMPETENCY ANALYSIS OF CONTRACT SECURITY GUARDS IN THE PROVINCE OF ALBERTA

by

JOSEPH ANDREW BLAKE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

VOCATIONAL EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ALBERTA

SPRING 1988

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Professionalism is not advanced by how-to books and anecdotal instruction. It is advanced by conceptual, academically sound, textbooks that enlighten, inspire, and motivate our youth to the idealistic pursuit of professional careers in the field of private security.

(Gallanti, 1983:xiii)

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A COMPETENCY ANALYSIS OF SECURITY GUARDS IN THE PROVINCE OF ALBERTA submitted by JOSEPH ANDREW BLAKE in partial fulfillment of the requirements for the degree of Master of Education in Vocational Education.

A K Deane

Supervisor

Date: December 21, 1987

ABSTRACT

This research was designed to determine what competencies are required of a contract security guard in the province of Alberta, and to gain insight as to when they should be learned. This study outlines the means used to reach this purpose and has resulted in the creation of a verified competency analysis profile of a contract security guard in the province of Alberta.

The Competency Analysis Profile System (CAPS) selected for the research was developed by Deane and Manuel (1977) to facilitate the development of programs and curricula for rapidly changing technological education requirements. The model is a systematic, analytical approach to developing a profile of competencies which pertain to an occupation.

The study found that 49 percent of the security guards surveyed received no formal training to be a security guard before starting their duties. Of the 51 percent who did receive training before starting their job as a security guard, 91 percent received five hours or less of training. The Government of Alberta Private Investigator and Security Guards Act and Regulations do not contain any requirement for a security guard, licensed under the Act, to be trained as a security guard either before or after he/she is licensed.

The study recommends that using the competency analysis profile developed through this research the province of Alberta should develop a structured, province-wide training program which would provide provincial security guard standards and provide a basis for improved licencing.

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CHAPTER ONE

THE PROBLEM

Introduction to the Problem

Private security may be defined as those measures taken by private security guard companies and corporations to supply protection and prevention from loss. Private security is divided into contract security which refers to companies who sell guard services to anyone who wishes to purchase the service, and proprietary security, which refers to companies and organizations which have their own security force. A security guard is not a policeman nor does he have the authority of a policeman. In Alberta only contract security guards are licensed under The Private Investigator and Security Guards Act. This study was concerned soley with contract security guards and when the term security guard is used it means contract security guard.

In order to learn what official training is given to security guards in the province of Alberta before they are licensed and to understand more about the private security industry in the province of Alberta, I interviewed Mr. Ronald Smitten (personal communication, October 24, 1984) Administrator, Private Investigator and Security Guards Act, Solicitor General's Department, Province of Alberta. Mr. Smitten supplied the following general information on security guards currently working in the province of Alberta. Of 4,800 licenced men and women working in security agencies in Alberta, the average educational standard would be grade 10 or 11 and the average age would be 21. The majority of the guards earn the minimum wage in Alberta,

an average of $5.00 per hour.

In past years turnover of guards has been as high as 80 - 90% per year, however, because of the economic downturn during the early 1980s this has stabilized in the last few years and guards are remaining on the job for longer periods. The majority of the guards are Canadian citizens, since to register in Alberta they must be Canadian citizens or have landed immigrant status. The majority of new employees are women, and that a good portion of the security guards employed over the last number of years are female. An examination of the Private Investigator and Security Guards Act of Alberta confirmed Mr. Smitten's statement that no compulsory training is required. A perusal of both the Government of The Province of Alberta, Private Investigators and Security Guards Act, Chapter P-16, Revised Statutes of Alberta, 1980 and Private Investigators and Security Guards Regulations, being Alberta Regulation 568/65 with amendments up to and including Alberta Regulation 90/87 do not contain any requirement for a security guard who must be licensed under the said Act, to have any occupational competency or training whatsoever to be a security guard, before or after he is licenced under the said Act by the Province of Alberta.

In discussions with managers of security agencies and users of the security guards, and most particularly from my own students who have been employed as security guards, it appears that many Alberta security guards realize that they have not been adequately prepared to function in the security guard field. Few companies claim to formally train their guards by classroom instruction and this instruction rarely exceeds four hours in length. Under the present situation guards in

all companies receive very little, if any, formal training, and most receive their instruction from a manual, if a manual exists. To simply require a beginning guard to read such a manual will not in anyway ensure mastery of the material or the ability to apply it effectively in the work situation. Nor does reading the manual demonstrate that a security guard has the sensitivity to be a security guard or understands his or her responsibility to his fellow citizens in relation to laws of arrest, seizure, defamation of character, or their individual human rights. Yet, company training manuals purport to prepare security guards to assume duties and responsibilities that heretofore were undertaken by trained police officers.

Recently the researcher chaired a Security Information and Planning Seminar at which were present forty managers, supervisors, and directors representing the entire private security community in the Edmonton area as well as a representative from the Edmonton City Police Department and the Royal Canadian Mounted Police. These leaders represented proprietary security at all levels of government, corporate security and most of the major contract security guard agencies. In a day long discussion on training all those attending agreed on the need for training of security guards but differed on what kind and degree of training is required and also on when that training should be given to a security guard, before entry or on the job.

There has been no research done in the security guard field in the province of Alberta. This was stated by Mr. Smitten and later confirmed by a check at the Alberta Research Council, a perusal of indices of the various libraries of the University of Alberta and an

ERIC computer search. In view of the comments of both Mr. Smitten and members of the Security Information and Planning Seminar, it appeared obvious that research might clarify the educational/training needs of security guards in Alberta.

Statement of the Problem

The problem of this study was to determine what competencies are required of a security guard in the Province of Alberta and to gain some insight as to when they should be learned. The problem was expressed in the following research questions.

Research Questions

1. What competencies are required of a competent security guard in the Province of Alberta?
2. Which competencies should be learned by a security guard, in the Province of Alberta, before starting his/her first employment as a security guard and which competencies are best learned after starting the employment?

Significance of the Study

The ratio of security guards to sworn police officers in Alberta is approximately two to one. Because of high policing costs more police functions are being assumed by private security guards employed and directed by private contract security companies. This changing ratio represents a shift from publicly controlled policing to privately controlled policing. It is important for society to identify the competencies required of security guards if they are to assume this social and police control and it is incumbent on society to ensure that this new group is properly trained to assume this societal role.

Since no research has been done related to competencies required of security guards in Alberta, the results of the study could be used by postsecondary education institutions and the industry in the development of individual courses for security guards as well as in the development of a diploma program for security officers.

Delimitation and Limitations

The study had the following delimitations and limitations:

1. The study was delimited to security guards presently working in Edmonton and vicinity and licensed by the Administrator of The Private Investigator and Security Guards Act, Department of the Solicitor General, Government of Alberta.
2. The study was limited by the accuracy of responses made during verification by participants to the questions on the research instrument.

Assumptions

The study made the following assumptions:

1. Profile participants provided descriptive data that was accurate and satisfactorily described what they do in their role as security guards.
2. Verification participants provided data that was accurate as they responded to the competencies identified on the profile data gathering instrument.
3. Contract managers accurately identified the number of employees with two or more years service and did in fact distribute profiles to all employees so identified.

Definition of Terms

The following terms were used in the research and have been defined to provide clarity.

Security guard. A person who acts as guard or watchman. (The Private Investigator and Security Guards Act, 1980).

Practicing Alberta security guard. A guard who is licensed and employed full-time.

Competence. ..."developing acceptable performance levels in whatever occupational skills are required by an individual's job" (Deane & Manuel, 1977: 1).

Competency: Learned capability to successfully complete tasks.

Competency statement. A written phrase or sentence used to describe a specific job skill that an employer expects an employee to possess in order to obtain and maintain employment (Perry, 1982: 68).

Contract security. Refers to companies that provide investigative services for a fee (Fisher, 1979).

Proprietary security. Refers to companies that have their own personnel performing the security functions required by that organization (Fisher, 1979).

Competency Analysis Profile. A term used by Manuel and Deane (1976) to describe a large, chart-like document, that depicts the major categories of competence, and specific competency statements, that together represent the expected knowledge, skills, and values required to function effectively in a specific occupation.

Verification. This phase involves submitting the profile developed by a small selected group of practitioners in a specific occupation to the scrutiny of a larger segment of the occupation to ascertain the extent of agreement with the original profile.

CHAPTER TWO

LITERATURE REVIEW

Literature Overview

The literature review focuses on society's increasing demand for competence, what is meant by competence and how competencies are taught. It reviews security guard training in Alberta, in Canada and in the United States, as well as highlighting a recent study of the United States security industry conducted by the National Institute of Justice.

Demand for Competence

Historically, universities and colleges have been expected to solve a variety of social problems, so it is not unusual when society demands competence in its members, it looks to these institutions to supply the solution (Grant et al., 1979). Our highly technical society is now insisting on competence. "Today, in fact, belief in one's own competence is no longer enough, and a demand for demonstrated competence now motivates much of education" (Grant et al., 1979:18). Hence, the movement over the recent decade to competency based-education.

The Private Security Industry, a growing industry in Canada, is not immune to this demand for competence. Therefore today, as private and proprietary security grows and assumes more and more responsibility for public policing, mounting public demand makes it imperative that, just like public police, private security become sensitized to the racial, ethnic and religious pluralism with which they must deal. Guards must be kept aware of human rights legislation and acts such as

the Young Offenders Act. As agents of social control, guards must have interpersonal skills as well as be up to date on the latest law enforcement technology. This means training, and it must be evident from their performance that they have been trained.

When one considers the degree of knowledge and skills policing requires, whether it be at the constable/security guard level or at the administrator/officer level, one soon understands that a belief in one's own competence is no longer enough. Society and employers demand demonstrated competence.

One way colleges and universities demonstrate people have been trained is through a competency-based instruction system. Such a system greatly increases the likelihood of adequately preparing students for employment, preparing those who are employed for promotion, or simply, ensuring those employed have learned new and advanced skills.

What is competence?

Webster's dictionary defines the term competency as "the state or quality of being competent," and competent is defined as "having requisite or adequate ability or qualities" (1970:289).

An occupational competency as defined by Perry (1982:3), states the skill "must include the objective of marketability, the skill must be of such a nature that an employer is willing to pay for its performance" It can be further defined as a "specific job skill that an employer expects an employee to possess in order to obtain and maintain employment" (Perry, 1982:4).

Teaching of Competencies

Why organize a system of occupational instruction around the teaching of specific competencies? Perry (1982:2) identified the

following characteristics of a competency-based system of instruction.

1. A competency-based system is streamlined and efficient -- all activity in the learning process is systematic and goal orientated.
2. It is psychologically sound -- learning activities are highly productive and positive for students because all activity is goal-directed and relevant. Since occupational competencies are sequenced from simple to complex, the student does not become frustrated during the learning process.
3. It is accountable -- the major factor in using the competency-based system is that employers know exactly what competencies the individual has and know he has reached a certain standard of performance.
4. A competency based system can be individualized to enable each individual to work at his/her own pace and is able to select an instructional activity compatible with his/her learning style.

The purpose of competency-based instruction is to develop the competencies required by employers, skills which they are demanding and for which they are willing to pay.

What are these competencies that an employee is demanding and willing to pay for? According to Norton (1985:87) competence may be:

> Knowledge, a body of information that can be applied to a particular situation,
> A skill, a psychomotor or cognitive ability (intellectual skill or cognitive strategy) that controls or facilitates skeletal muscle movement or thought processes,
> An attitude, value or belief, an orientation or need state that drives specific situations or determines specific ways of reacting,
> A trait, a predisposition to act in consistent ways across a

variety of situations.
Thus a competency statement completes the following statement, "A competent employee must . . . . "

Security Guard Training in Alberta

As indicated in the first chapter, no provincially required training is mandatory for Security Guards in Alberta and little pre-employment or post-employment training is given to security guards in Alberta. The larger multi-national companies supply the guard with a manual he/she is expected to read, but little evidence of follow-up action is apparent or evident. Most smaller agencies do not seem to have training manuals, although in their advertising and promotion, most companies purport to employ trained guards. It appears that on-the-job experience is equated to training.

Robert Lunney, who until recently was Chief of the Edmonton Police Department, was also President of the Canadian Association of Chiefs of Police. In the President's message of the Canadian Police Chief in which he discusses a professional alliance between public police and private security, Lunney (1985) talks about the need for standards of education and training which would contribute to a professional standing within the private security industry. Lunney asserts that today in Canada there are some 53,000 appointed police officers whereas the tremendous growth of private security in the last 20 years has raised their number to over 100,000, a ratio of nearly two to one. He explains that the high cost of policing is making police executives look for alternate means of reducing resource allocation to various police functions, including such jobs as protection of property.

Lunney identifies an opportunity for correctly trained private security personnel to assume some of these roles, but only if qualified. Lunney talks about the differences in mandate and authority. He says that detailed and complex standards exist by legislation to govern the police, but the professional standards and legislation differs from jurisdiction to jurisdiction with regards to private security. Lunney maintains that with improved standards in place, there is a real opportunity for the public police and private security to work together in such areas as crime prevention, law enforcement and criminal investigation. He suggests that the services are complimentary, and an improvement in effectiveness and efficiency is in the public interest.

The research questions asked in this study are but a beginning effort to contribute to the working relationship between private security and public police envisioned by Lunney.

Security Guard Training in Canada

A review of Ontario research provided the following perspective on security guards: "Private security guards are people who: for hire; for profit; for reward; for renumeration; act as a guard or watchman, and guard, patrol, provide other security services for the purpose of protecting persons and property" (Stenning & Cornish, 1973:2).

Until recently, security guards were generally middle aged men, but within the last decade, much younger men and women have been joining security guard forces. Generally, the guard is poorly educated and poorly paid. In 1971, 88 percent of all security guards in Ontario were Canadian citizens; in 1976 the figure was 75 percent. In 1971, 77 percent of contract security employees (which includes private

investigators) stated Canada was their country of birth; in 1976, only 58 percent said Canada was their country of birth (Shearing, Farnell & Stenning, 1980:123). These statistical facts might suggest a variance of cultural norms which could have a significant effect on how guards perform their duties.

Earlier Ontario research by Shearing and Farnell (1975), suggests that training of security guards in Ontario varies from 40 hours initial training given by one security agency to no initial training at all. No agency studied by Shearing and Farnell gave more than eight hours initial training. One respondent saw the need for well-trained guards as very small, and preferred an on-going type of training through good supervision to a comprehensive initial training period. Only one agency gave its personnel training in first aid, fire protection and prevention procedures which amounted to little more than instruction on how to operate a fire extinguisher. Instruction in legal powers of arrest, search and seizure varied from 15 minutes to one hour. With the exception of one typical agency, it would appear that initial training was confined to a half-day session of combined lecture and film. From then on, training was carried out on-the-job, by a general review of post orders (employer's regulations) and by supervisory personnel. The literature presented above makes it quite clear that like Alberta, Ontario appears to have no formal requirements for education or training of security guards.

That there is a public demand for pre-employment training of security guards by employers of these guards is borne out by A Study of Users of Contract Security Services a Pilot Study (1973:19) which states:

> All respondents reported dissatisfaction at the level of training given to contract personnel by their agencies in many cases it was thought to be non-existent. Specific job requirements vary considerably and most respondents did not object to providing this sort of training on-the-job to prevent misunderstandings. However all respondents thought that basic training should be given by the agencies in first aid, emergency procedures, fire and safety precautions, as well as a clear understanding of legal limitations of their authority.

Other than the Ontario studies, a search of ERIC documents, Government periodicals, indices, Dialogue, microfiche and pertinent periodicals revealed no further documented Canadian studies. Enquiries with Mr. Smitten revealed that he was familiar with the cited studies, and he suggested that not much else has been done in Canada. Mr. Smitten also stated that he was acquainted with all the Provincial acts and regulations governing security guards, and he was confident through many meetings with his fellow Provincial Security Guard Administrators, the Ontario and Alberta scene reflects the situation in other provinces. A review of relevant American literature reveals a situation very similar to that in Canada.

Security Guard Training in United States

An American security training textbook by Fisher (1979:138-139) discusses security guard training in the United States in the following manner:

> Most security guards receive their training on the job, from a supervisor or a more experienced guard, usually by accompanying the experienced guard on his rounds. For example, the most basic form of security-guard training involves an industrial contract security guard's learning the location of the watchclock key stations, how to operate the facility's telephone system, and his duties and responsibilities between his security patrols. Security agencies, through guard supervisors, periodically inspect their personnel to determine whether the guards are performing adequately.
>
> Most private contract security firms provide their guards with manuals or security handbooks, typically including subject matter such as general duties, company rules and regulations,

legal aspects of plant protection, fire protection and prevention, first aid, report writing, traffic matters, bomb-threat procedures, and the use and care of firearms. The value of these security manuals as training aids is questionable, since it is doubtful that most security guards read or refer to them for guidance.

Most executives in the private contract security industry agree that security training for guards is minimal. One of many reasons for this situation is the fact that private security firms must keep their rate low in order to compete successfully against other agencies as well as proprietary-guard utilization. Since training is costly, this facet of the private-security effort is often sacrificed.

Study by U.S. National Institute of Justice

In 1980, to obtain a clear and current picture of the extent and nature of private security efforts in the United States, the National Institute of Justice began a comprehensive study which was done by Hallcrest Systems Inc (1985). The research included interviews with more than 400 people in law enforcement and all areas of proprietary and contractual security, a survey of 1,600 enforcement and security managers, an economic analysis and forecast of the private security industrial, and field studies. They found that private security plays a major protective role in the life of United States citizens, employing an estimated 1.1 million persons with total expenditures for its products and services of an estimated $22 billion for 1980.

One major finding was that law enforcement executives tend to view private security programs as ineffective in reducing crime and that the quality of security personnel is a major concern to the police who advocate (as does most of the security industry) State legislation to upgrade that quality. The law enforcement executives gave private security low ratings in 10 areas, including quality of personnel, training received, and familiarity with legal authority. "A major detriment to police acceptance of the security industry is the question

of training" (Cunningham & Taylor, 1985:3). Less than half of the States have provisions for licensing and training security officers.

A major recommendation of the study, and the most frequent recommendation made during the study by both police and security managers who were surveyed, was for upgrading the quality of security personnel through training and background checks. They overwhelmingly agreed on the adoption of standards, a code of ethics, certification and contract performance specification. (Cunnigham & Taylor, 1985).

Summary

The research literature presented indicates an absence of sufficient or adequate training of security guards prior to employment and following employment in both Canada and the United States of America. In the absence of adequate training in Alberta, and as a starting point for determining what that training should be, this research was designed to determine what competencies are required of a security guard and to gain insight as to when they should be learned.

CHAPTER THREE

METHODOLOGY

Introduction

The Competency Analysis Profile System (CAPS) model selected for this research was developed by Deane and Manuel (1977) to facilitate the development of programs and curricula for rapidly changing technological education requirements. The model is a systematic, analytical approach to developing a profile of competencies which pertain to an occupation. When originally developed, the CAP system consisted of five distinct phases: development of a profile; validation of the profile; specification of competencies; preparation of learning resources; and, establishment of management and delivery systems. It has since been modified by Manuel (1979) to four sequential and interrelated phases which are: conducting a needs analysis; designing a training plan, developing resources; and, implementing the training program. This researcher used only the first two phases of the original system which consists of developing the profile of competencies and validating the profile. The remaining phases of the system focus on writing and preparing a competency based system for delivery. The rest of this chapter will concentrate on the methodology used to accomplish the first two phases.

Phase I -- Profile Development

The first phase of the study was designed to answer the question: What competencies are required to produce a competent security guard in the Province of Alberta? This beginning phase concentrates on creating a chart-like document listing major categories of competence and specific competency statements. This chart was developed during a

workshop consisting of practicing security guards selected to represent a cross-sectional group of security guards in Alberta. Dr. Don Manuel co-designer of the model and a skilled group leader was selected by the researcher to use a modified form of brainstorming to generate the data for the chart-like document. This document is referred to by Deane and Manuel (1977) as a Competency Analysis Profile.

Two major assumptions inherent in the development of the Profile were that: (1) current and experienced practitioners have the most relevant information about competencies required to function satisfactorily in the field; and (2) through the synergy of the brainstorming process the output of a team is far greater than the individual inputs gathered during one to one interviews (Deane and Manuel, 1977:2).

Selection of Profile Team

The researcher met with Mr. Don Allan, Regional Vice President, Metropol Base Fort Security Group Ltd., Edmonton, Alberta on December 2, 1986 to select a profile team for this research. Metropol Base Fort Security Group Ltd. employs some 2,000 security guards across Canada. It has over 600 security guards in Alberta alone, 350 of which work out of the Edmonton facility. Metropol Base Fort Security Group has security guards employed in every major centre in Alberta. Mr. Allan assured me that his Edmonton office supplied security guards to all major workplaces within the industry, including government (federal, provincial and muncipal), institutions and hospitals (schools, colleges, correctional institutes), highrise and commercial properties (malls, office towers), and industrial security (petro-chemical, industrial, manufacturing, plants, etc.). This was confirmed by a

perusal of his contracts with such agencies.

Mr. Allan stated that guards within his employ possessed similar skills to other guards in other agencies in separate parts of Alberta, and that there were no unique qualifications not represented by his guards in Edmonton. We discussed the question of unique qualifications quite thoroughly, and Mr. Allan reiterated the various roles of security guards throughout the Province and identified contracts his Edmonton office held which covered these various roles. He did not hold a security contract for the lumbering industry, but since roadway entrance and exit control are the primary security responsiblity in this role (and as entrance and exit control are a prime responsibility in all security roles) it was not considered a unique qualification. This researcher was satisifed and convinced that where a security guard is employed in Alberta is of no great consequence to the research findings if he or she possesses similar skills to other security guards in other companies and to guards in separate parts of the province. Therefore, it was decided for reasons of control, resources, time, and population accessibility to select a profile team from the 350 guards controlled by Metropol Base Fort Security Ltd., Edmonton. Another major consideration was that the selections were criteria driven, rather than random based hence location was not of consequence.

Selection criteria included competence in the occupation and good individual verbal and positive interpersonal skills. The researcher decided on a three-stage approach to the selection of the profile team.

Stage One

Mr. Allan was asked to produce a list of one hundred to one

hundred and fifty security guards who met the following criteria:

a. employed full time with at least two years continuous experience.

b. employed in a number of different workplaces within the industry.

Stage Two

From the Stage-One list Mr. Allan, his two personnel managers, all of whom knew the guards well, and the researcher selected a list of 25 security guards who met the following further criteria:

a. able to describe and explain what they do as a security guard.

b. able to work well in a group, neither dominating nor being dominated.

c. demonstrate confidence in themselves and the job they do.

Stage Three

From the list produced as a result of Stage Two, Mr. Allan and his two personnel managers, who knew each of these guards personally, ranked the top eight guards who they considered best met the criteria outlined. These eight guards made up the profile team. Mr. Allan and his two personnel managers then chose four additional security guards to act as alternates in the event that the original guards selected were unable to participate. The researcher supervised the ranking process. The approach to the security guards to participate was made through Mr. Allan with a letter (Appendix 1) from this researcher. A list of the twelve members selected is attached as Appendix 2.

The profile team members were invited to the Grant MacEwan Community College, Millwoods Campus for a two-day profile development meeting. Arrangements for someone to replace them at their job had

been made by the employer. They were paid their normal wage: lunch and coffee was provided. Of the original twelve selected in stage three, the first eight were invited to attend by letter (Appendix 1). On the day of the profile generation one member phoned in sick and the group leader decided, due to shortness of notice, to carry on with seven members.

The room booked for the profile generation was a standard classroom with adequate lighting, ventilation and seating. Table arrangements were such as to give an unobstructed view of a feature wall on which the profile was to be developed. Equipment consisted of large file cards used to list major competency areas, smaller cards used to list specific competencies included in each major area of competence, felt pens to record the competencies and putty to affix each competency card to the feature wall.

On the morning of the first day, the researcher welcomed the group of seven participants and introduced each member, the assistants and the group leader. An orientation on the physical setting along with a brief outline of activities for the two days was given.

The group leader explained the Competency Analysis Profile system and showed examples of completed profiles. He responded to questions and gave appropriate clarifications. He explained that the profile they were about to develop would be a first for the security guard industry, and that they were developing an entry-level competency profile indentifying competencies common to the security industry. As each competency was identified it was agreed to by the group, and then it was recorded on a file card and placed in no particular position on the feature wall. By lunch time of the first day, the profile team

had identifed a partial listing of the competencies required of a security guard.

Following lunch they were given an opportunity to add to or subtract from these competencies. After this was completed, the leader asked the group to identify major competency areas. These were recorded on the larger cards and were vertically and randomly placed on the left side of the wall. Once it was agreed that all major competency areas were identified, the leader had members select specific competencies to be placed horizontally and to the right of each major competency area. These competencies were listed in no particular sequence.

By the end of the first day all competencies and major competency areas had been identified. The team leader reviewed the profile and requested profile members to reflect overnight and come prepared on day two to ratify the profile or make additions, deletions or changes which they thought appropriate.

On the second day the team had no further competencies to contribute, so the group leader reviewed each card to confirm each competency and to finalize the wording, introducing action verbs where they were required. He then had the team members sequence in logical order each competency in relation to the major competency area. This then represented the profile which was later reproduced as a chart like document and it is attached to the inside back cover of the thesis.

Pilot Test

At this time the researcher asked each member of the profile group to pilot test the verification process for profile by responding to two questions: 1. Have you used this task or skill in any of the job

situations you have been in as a security guard? 2. Should this task or skill be learned by a security guard before starting the job of a security guard or after starting the job?

The profile group did this by placing a piece of paper in front of them on which they had four columns marked yes and no, before and after (Appendix 3). They then followed the profile, as displayed on the feature wall, and answered each competency in turn. As was to be expected, since they developed the profile, the team agreed that all items were competencies used in their job situations and in the main suggested that the majority should be learned before starting the job. However, what came out of this pilot test was that although they all agreed to what a competency was, for certain reasons some had not performed the competency; hence, they did not answer question one or they answered no to it, which to them simply meant they did not perform that particular competency.

As a result of this development, question one was modified to include an explanation when a no answer was given. The respondent was asked why the task or skill was not used and asked to circle one explanation:

N.R. - Not relevant. The task or skill is not relevant to any security job I have ever had;
or

S.P. - Task or skill is done by a more senior person
or

R. - Task or skill relevant (essential) to my job but I do not use it because I lack instruction or training in this area.

Phase II -- Profile Verification

The purpose of this phase was to determine the extent of agreement between the profile group and the representative group of security guards in the Edmonton area who had two years of experience or more. This phase was designed to answer two questions: 1. Have you used this task or skill in any of the job situations you have been in as a security guard; 2. Should the task or skill be learned by a security guard before starting the job of a security guard or after starting the job? The purpose of this phase was to determine the extent of agreement between the profile group and the representative group of security guards in the Edmonton area having over two years experience.

The profile was printed in black on 22 inch x 34 inch white, heavy bond paper. In the top right corner respondents were asked to supply demographic information. At the bottom right corner were instructions on how to complete the Competency Analysis Profile.

Explanation of Profile

During Phase I, major competency areas were listed vertically on the left side of the profile with each competency area assigned an alphabetical letter. (see Figure 1)

Figure 1. Major competency area.

Competency statements within each major competency area were listed horizontally in a box format, with each assigned an identification

number (see Figure 2).

Figure 2. Individual competency statements.

Beneath each competency statement the respondents were asked to indicate whether they had used the task or skill. If they indicated yes, they were then asked to circle if the task or skill should be learned before starting the job (BSJ) or after starting the job (ASJ).

If the respondents did not use the competency, they were asked why not by circling one of three choices: not relevant (NR) indicating task or skill was not relevant to any security job they ever had; senior person (SP) indicating task or skill was done by a more senior person; or task or skill was relevant to my job (R.) but I did not use it because I lacked instruction or training in this area (see Figure 3).

Figure 3. Individual competency statement response key.

Pilot Test

A medium sized security company which in the investigator's view was generally representative of all security companies in Alberta was selected as the site to pilot test the research methodology. The company was selected for its manageable size, its professional reputation and the co-operative spirit of its administration and staff. Since the company's total population of guards with over two years experience was 12, with the cooperation of the manager, profiles were distributed to each of these guards (see Appendix 4). The profiles were distributed with the monthly paycheck, and accompanying each profile was a request for participation and directions for completion (see Appendix 5). Of the 12 profiles distributed five were returned by November 22, 1986.

The results of the pilot study indicated that those participating did not experience any difficulty in completing the profile. During the pilot study period the researcher received two telephone calls from participants. One to explain why he completed the profile in a certain way and to compliment the researcher on the study, and the other to praise the study.

The letters explaining the study and requesting participation in this validation stage by both managers and guards (see Appendixes 4 and 5) guaranteed anonymity. This need for anonymity came about through pre-research discussions and familiarization meetings with managers of the various companies in which it became clear that they did not want their companies evaluated. As soon as it became clear to them that this research was being done anonymously and neither they, their

company, or their guards would be identified or evaluated they relaxed and became co-operative.

General Verification

An examination of the population of security guards to be surveyed indicated that of the 1,294 guards in the Edmonton area, 950 belonged to just eight companies and the remaining 344 were distributed throughout another 24 companies, some companies having as few as one or two guards. The researcher therefore decided (in the interest of expedicency, time and economics) personally to visit the managers of the eight companies, although a letter explaining the research and requesting their assistance was also sent to all managers (see Appendix 4).

The company managers of the eight companies were interviewed and apprised in detail of the research. The manager determined how many of their security guards had over two years of service, and this count was accepted as valid by the researcher. The researcher then left that number of packages with the manager for distribution by him or his supervisor to the guards. Each package contained: a profile, a letter of introduction and explanation of the study, instructions for completion of the profile and a stamped addressed envelope. The guards were given the alternative of returning the sealed envelope to their supervisor or mailing it directly to the researcher. All profiles were returned by mail.

As mentioned, the managers of the remaining 24 companies were informed by letter of the research, invited to examine the profile and assist in the study by attending a general meeting at which lunch was served (see Appendix 4). Only five companies responded to the

R.S.V.P. in the letter, three indicated they would attend the meeting and two were not interested. Of the three companies who showed an interest, only two representatives of one company actually came to the meeting. They had no employees with over two years service. As a result of these meetings the researcher was confident that nearly all of the guards in the Edmonton area with over two years experience participated in this survey. Those few guards who did not participate were excluded because their managers did not choose to be involved in the research.

At the end of the fifth week of data gathering during December/ January of 1986/87 a letter was sent to managers of the eight companies encouraging them to ask those security guards who had not completed the profile verification to do so. They were also asked to verify exactly the number of profiles distributed to security guards (letter Appendix 6). A letter for distribution by managers was also addressed to the security guards, thanking those who had completed the profile and encouraging others who had received a profile but for whatever reason had not participated, to do so. A deadline for return of the profiles was included in the letter (Appendix 7).

By the deadline for the return of the profiles, sixty-seven of the one hundred and forty-six profiles distributed had been returned. This represents a return rate of forty-five percent. With the return of the profiles came two unsolicited letters from security guards containing relevant comments about the security industry: both letters are attached without comment in Appendix 8.

CHAPTER FOUR

FINDINGS AND ANALYSIS

Introduction

The main focus of this chapter is the presentation of the findings and analysis of the data obtained during the study. The chapter is divided into four main sections.

The first section indentifies the competencies of a Security Guard. The second section presents the demographic data of participants in phases one and two. Section three, presents in graphical form, answers to question one: Have you used the task or skill in any of the job situations you have been employed in as a security guard? Section four, presents in tabular form, answers to the second research question: Which competencies should be learned by a security guard, in the Province of Alberta, before starting his/her first employment as a security guard and which competencies are best learned after starting the employment?

Each data group is presented in the following format: presentation of data, discussion of data and interpretation of data. This format provides a good method of presenting the findings, and of laying down a trail for other researchers who would follow. Interpretation of the data is done in the light of two perspectives: the findings resulting from the data and the researcher's total experience of thirty-eight years in the police and security field.

Section One: The Competency Analysis Profile

The profile has twelve major headings and 126 individual competencies (see appendix 10). The major headings of competence provide a comprehensive description of the role of the security guard. To illustrate this comprehensiveness the major headings of competence

follow: Protect Assets; Respond to Emergencies; Access Control; Conduct Patrol Duties; Conduct Fire Prevention Inspections; Enforce Laws and Policies; Demonstrate Public Relations; Conduct On-The-Job Training; Write Reports; Communicate; Participate in Professional Development; Conduct Field/Site Supervision; Exhibit Personal Characteristics. The profile is found at the back cover of this thesis.

Section Two: Demographic Characteristics

The demographic data of both the seven security guards who participated in Phase I of the study as well as the demographic data of the 67 security guards who participated in Phase II of the study are presented in this section.

Table 1

Age of Participants

Age	Phase I		Phase II		Total %
	f	%	f	%	
21 - 30	4	57	42	63	62
31 - 40	2	29	13	19	21
41 - 50	1	14	5	7	8
51 - 60			5	7	7
61+			1	2	1
Missing			1	2	1
	7	100	67	100	100

This table indicates that 62 percent of the participants fell within the 21 - 30 age group which compares closely with the

information provided by Mr. Ron Smitten Administrator, Private Investigator and Security Guard Act, Solicitor General Department, Province of Alberta. The table also indicates, a total of 83 percent made up the 21 - 40 age group. In other words, respondents are a young security force. This means that the majority of security guards, if so inclined, have a long career ahead of them in the security industry and may benefit by training and education to enhance their career.

Table 2

Sex of Participants

Sex	Phase I		Phase II		
	f	%	f	%	Total %
Male	5	71	56	84	82
Female	2	29	10	15	16
			1 missing		1
	7	100	67	100	100

The information presented in Table 2 does not agree with Mr. Smitten who suggested that most new guards over the past few years were female. This table indicates that 82 percent of participants were male.

Both Mr. Smitten and various company managers I spoke with praised the quality of work performed by female security guards. In some instances, females were in many senior decision making positions within companies. If this is the case, the industry would do well to recognize this fact and, although they cannot discriminate in hiring, perhaps more females should be recruited.

Table 3

Highest Education Level of Participants

Education	Phase I		Phase II		
	f	%	f	%	Total %
grades 1 - 9			6	9	8
grade 10	1	14	3	5	5
grade 11	1	14	11	16	16
grade 12	5	7	23	34	38
grade 13			1	2	1
1 year postsecondary			7	10	10
2 years postsecondary			7	10	10
3 years postsecondary			1	2	1
undergraduate degree			8	12	11
	7	100	67	100	100

It may be significant that 71 of the participants in Table 3 had a grade 12 level of education or better, and 32 percent had postsecondary education. This differs from the literature which suggest guards were "poorly educated." Based on this finding, guards in Alberta may have the academic ability to pursue security education and training if such education and training were supplied.

Table 4

Years of Experience in Security Industry

Years of Experience	Phase I Participants		Phase II Participants		Total Years of Experience
	f	%	f	%	
less than 2 years			8	12	8
2 years	1	14	9	13	20
3 years	2	29	11	17	33
4 years			9	13	36
5 years or more	4	57	30	45	170
	7	100	67	100	267

In Table 4, 45 percent of participants had five or more years experience in the security industry. Eighty-eight percent have two or more years experience. Twelve percent of participants had just less than two years service. Although most guards in the industry have less than two years service, the years of experience accumulated by the guards in this study represents more than 267 years of experience in the security industry.

Table 5

Years with Present Employer

Years	Phase I		Phase II		
	f	%	f	%	Total %
less than 2 years			26	39	36
2 - 3 years	1	14	17	25	24
3 - 5 years	5	72	13	19	24
over 5 years	1	14	11	17	16
			67	100	100

Only sixteen percent of guards (Table 5) had been with present employer over five years as compared with forty-six percent of guards (Table 4) who had five or more years experience in the security industry. Investigation of these data indicated most site contracts were up for tender annually and guards at particular sites will remain at the site regardless of which company is awarded the contract. This is done for a number of reasons: the guard does not wish to move, the site owners or managers wish to retain the services of the particular guards, and the orientation and on-site training problems presented to an employer of introducing a whole new cadre of guards to a site. Instead of moving, the guard simply changes uniform and company name.

This practice of guards changing companies as the site contract changes poses a problem for the security guard companies. The company ends up with guards in its employ who are more loyal to the site and its supervisors than they are to the company for which they work.

Table 6

Type of Workplace Represented by Participants

Type of Workplace	Phase I	Phase II
Government security (federal, provincial, municipal)	2	23
Institiutions and Hospital security (schools, colleges, correctional institutes)	5	35
Highrise and Commercial properties security (mall security, office towers)	6	40
Industrial Security (petro-chemical, industrial manufacturing plants, etc.)	6	48
Other		20

Table 6 indicates that a wide variety of workplaces within the security industry were represented by the participants. The "other" category represents work places not included within the four types of workplaces. Examples include former police and military service and security related experience. The participants for the most part worked in more than one type of workplace and this breadth of experience

contributed to the completeness of the profile.

Table 7

Formal Training of Participants to be a Security Guard

Formal Taining	Phase I		Phase II		Total
	f	%	f	%	%
Yes	3	43	34	51	50
No	4	57	32	48	49
Missing	—	—	1	1	1
	7	100	67	100	100

Table 7 indicates that to the question "Have you had any formal training to be a security guard?", 49 percent of security guards surveyed in this study answered no. The Provincial Private Investigator and Security Guards Act has no provision for pre-employment mandatory training before a security guard is licensed by the Province.

Table 8

Hours of Classroom Instruction Received Before Starting Job

Hours of Classroom Instruction	Phase I		Phase II		
	f	%	f	%	Total %
0 to 5 hours	7	100	60	90	91
6 - 10			3	5	4
11 - 15			1	1	1
16 - 20			1	1	1
21 plus	—	—	2	3	3
	7	100	67	100	100

Table 8 illustrates that of the 51 percent who did receive training before starting their job as security guard, 91 percent of those guards received no more than five hours of classroom instruction. Table 7 indicated that forty-nine percent of participants received no formal training to be a security guard.

Table 9

Hours of Classroom Instruction

After Starting the Job

Hours of Classroom Instruction	Phase I		Phase II		
	f	%	f	%	Total %
0	7	100	41	61	65
1 - 5			5	8	7
6 - 10			7	10	9
11 - 15			2	3	3
16 - 20			1	2	
21 plus	—	—	11	16	15
	7	100	67	100	100

Table 9 indicates that of the 51 percent who received training, sixty-five percent received no classroom instruction after starting the job.

Table 10

Hours of on the Job Training

On the Job Training	Phase II	
	f	%
1 - 50	41	61
51 - 100	18	27
101 - hi	7	11
Missing	1	1
	67	100

Table 10 indicates the response by Phase II Participants to the question: Estimate how many hours of on-the-job training you received? Sixty-one percent had less than 50 hours of on-the-job training. The reader is reminded that this is an estimation of hours by each participant. There may have been some confusion in the minds of Phase II participants as they interpreted the question used to gather data for this Table 7. The researcher believes that some participants over estimated the amount of on-the-job training they received since no company can afford to put two men on the same job. Since most work is done during silent hours the job training is mostly done at shift reliefs. For example, one participant estimated his hours of on-the-job training at 600 hours or twenty weeks of on-the-job training.

The effectiveness of on-the-job training is predicated on the knowledge, skills and ability of the person doing the training.

Tables 7, 8 and 9 indicated that the guards doing the on-the-job

training received little or no prior formal training themselves. This is borne out by the profile group who stated they are the one's who do the on-the-job training and they also claim they had no initial training.

Section Three: Research Question One

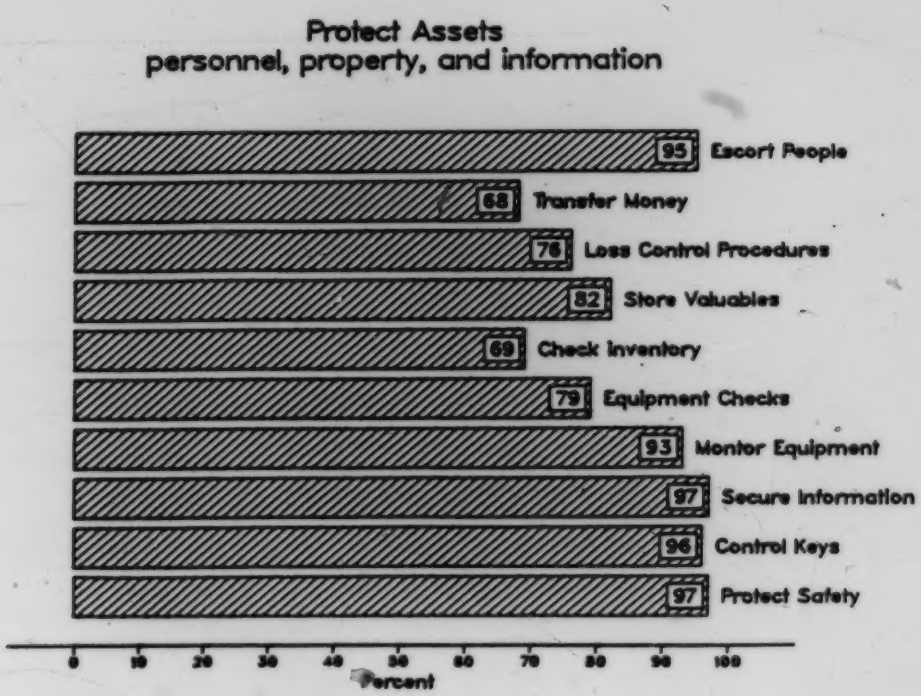
Section three presents in graphical form the answers to research question one: What competencies are required of a competent security guard in the Province of Alberta? In the following figures, the thickness of graph bars from one figure to another varies depending upon the number of bars in the graph. This is a function of the computer program which drew the graphs and has no bearing on the data prescribed. The competency statement which appears to the right of each bar of the graph has often been abbreviated due to space limitations. Please see Appendix 10 for the complete statement.

Total relevance of a competency was determined by a positive response to question one on the profile: "Have you used this task or skill in any of the job situations you have been employed in as a security guard?" or, by a negative response if such response indicated that the "task or skill is relevant (essential) to my job, but I do not use it because I lack instruction or training in this area," or the "task or skill is done by a more senior person."

It was not the researcher's intention to comment on all 126 competencies, but only when circumstances concerning a particular competency seemed to indicate comment was necessary. Comments have been made, however, concerning major competency headings.

Protect Assets. Competency A-1 Protect Safety of Employees has a level of agreement of 97 percent. In other words 97 percent of the respondents agreed that this is a relevant or needed competency required by security guards.

Figure 4



Five of the ten competencies indicated a level of agreement of 93 percent or more. Three had a level of agreement of 76 percent to 92 percent, and two were at an agreement level of 68 percent to 75 percent.

The competency "transfer money" refers to the escorting of cashiers, and probably received a lower level of agreement since Government and industrial security areas usually are not involved in money transfers or escorts.

"Prepare and Check Inventory" received a relatively low level of agreement (69 percent) because of a possible confusion as to what was meant. In all circumstances, a security guard must either check, or prepare and check the inventory of equipment required to do his/her job. Some guards may have thought the inventory to prepare and check

was nonsecurity related equipment belonging to the employer. Fifteen percent of respondents said this job was done by a more senior person. The "prepare and check inventory" should have read "prepare and check security inventory." This is an example of where verification data from Phase II helps to clarify the meaning of a competency. This kind of data will be helpful in the future curriculum development activities of the researcher.

Respond to emergencies. All twelve competencies had a level of agreement of 83 percent or higher. A paramount role of all law enforcement, private or public, is to respond to emergencies this may be why the respondents consistently placed a level of 83 percent or higher on each of these competencies. As a result of this level of agreement it would appear training in emergency response could be a high priority for training programs or courses.

Figure 5

Respond to Emergencies

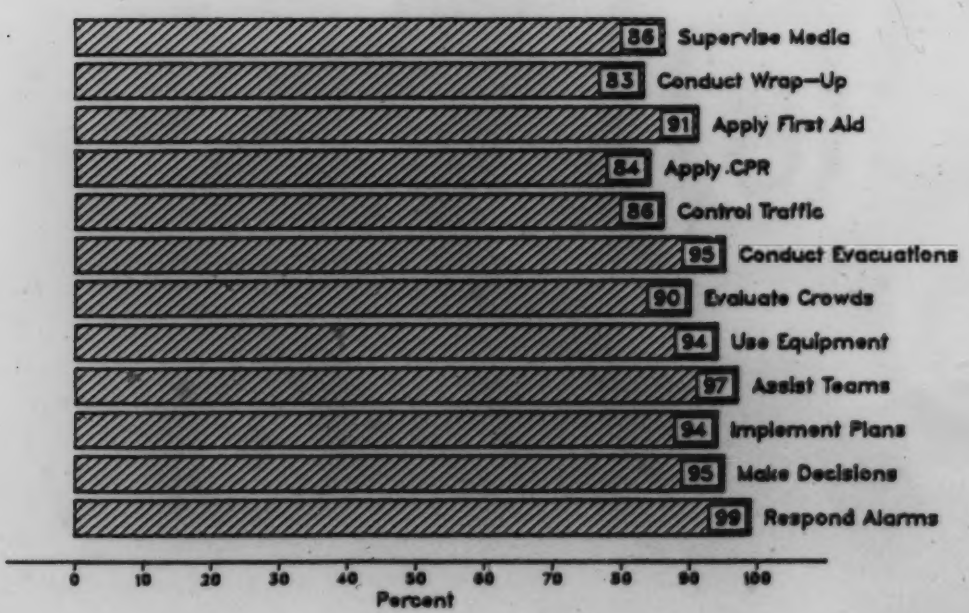
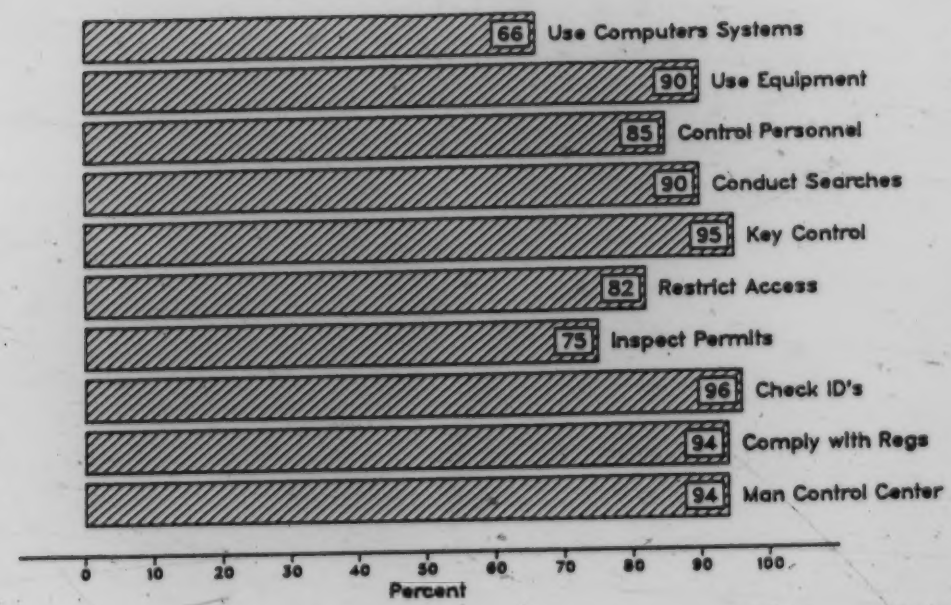


Figure 6

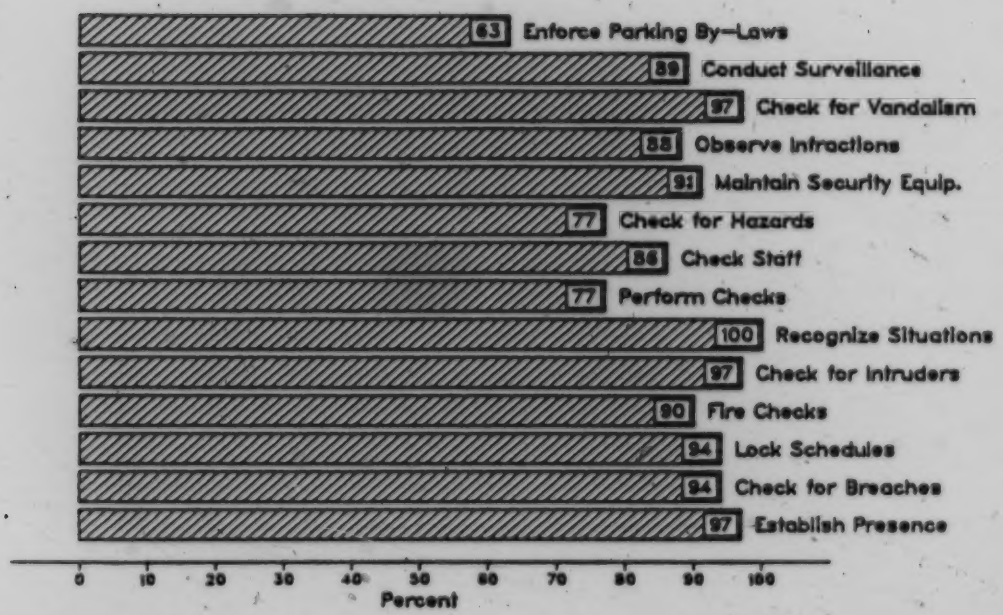
Control Access



Control Access. Eight of the nine competencies in Figure 6 have a level of agreement of 82 percent or higher. The lowest level of agreement was in the use of computers at 66 percent. In more modern buildings, computer systems control not only access alarms and locking devices, but essentially the total functioning of utilities such as light and heat in the building. Computers are also used extensively during silent hours in security control. Given this, basic computer literacy is essential to most security guards. It may well be that some respondents overlooked this everyday use of computers and implied, from the competency, some more extensive use.

Figure 7

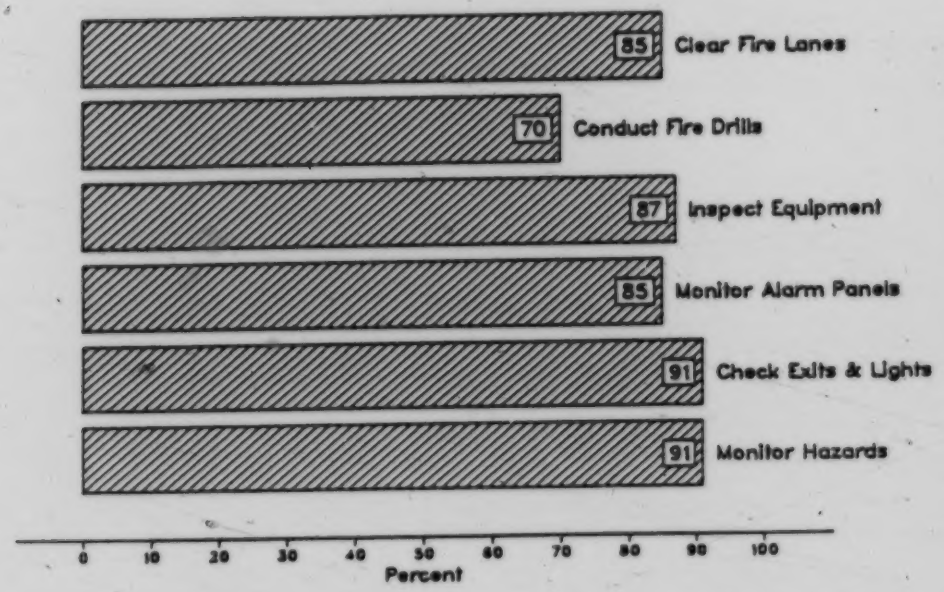
Conduct Patrol Duties



Conduct Patrol Duties. Thirteen of the fourteen competencies in figure 7 have a level of agreement at 77 percent or higher, with the majority being in the 90 percent level. Enforce Parking By-laws had a level of agreement of 63 percent which might indicate that fewer work sites are involved with this competency. There was a one hundred percent agreement on the competency "Recognize Unusual Situations," which is a learned cognitive skill that is used in all these patrolling functions.

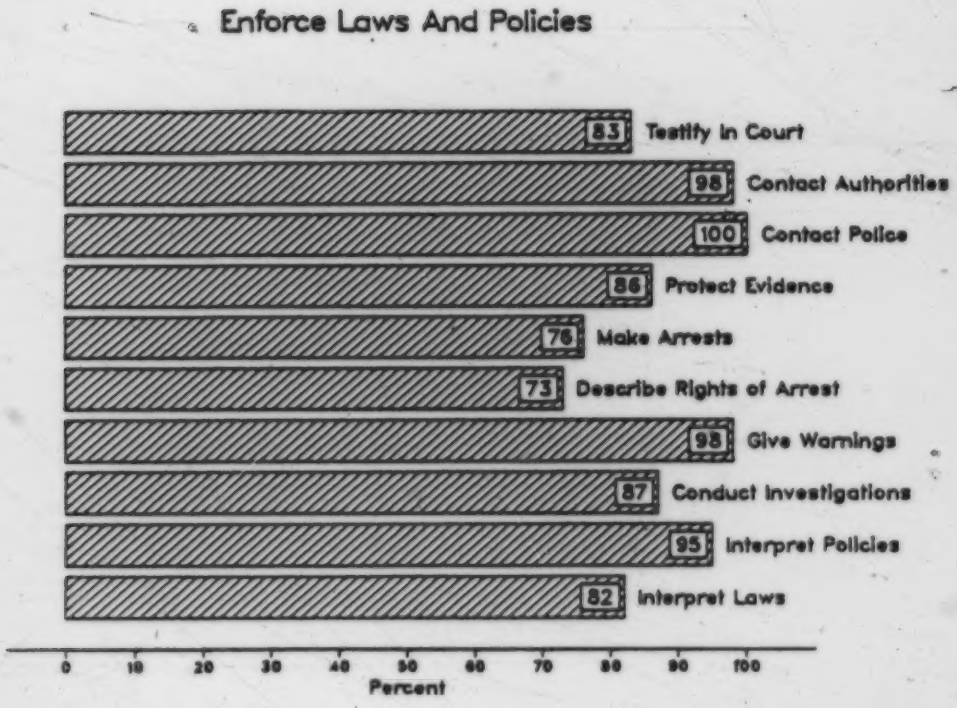
Figure 8

Conduct Fire Prevention Inspections



Conduct Fire Prevention Inspections. In Figure 8, five of the six competencies have a level of agreement at the 85 percent level or higher. "Conduct fire drills" had a level of agreement of 70 percent, which might indicate that not all work places are involved with this competency. As persons in authority, knowledge of fire prevention and evacuation procedures are essential to the security guard.

Figure 9



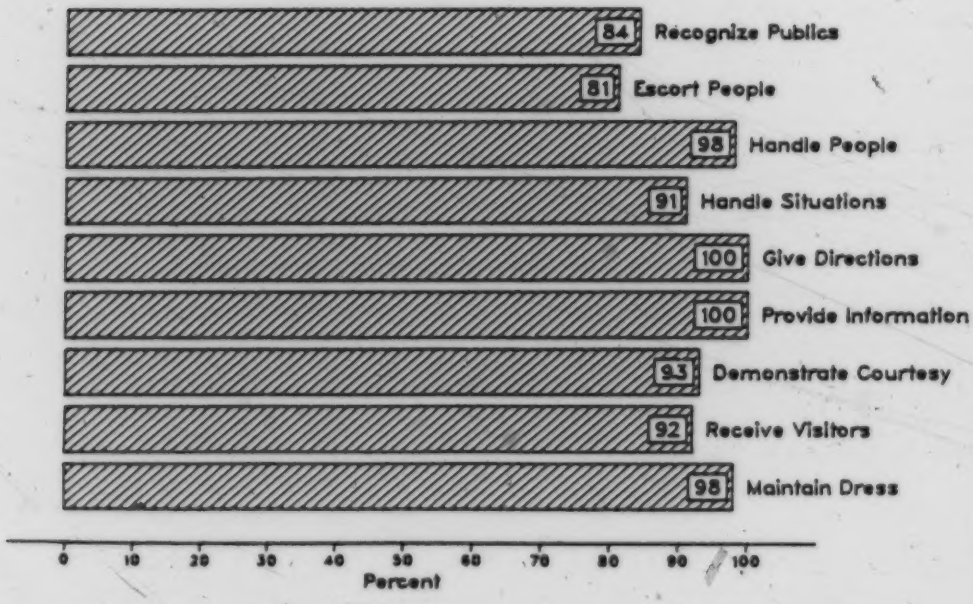
Enforce Laws and Policies. All ten competencies in Figure 9 have a level of agreement at the 73 percent level or higher. Eight of the competencies are at the 82 percent level of agreement or higher. The competencies indicating interpretation and application of policies and laws must imply a knowledge and understanding of such laws and policies. "Conduct investigations" could imply an inquiry so simple as to verify the identification of a person or it could be a complex criminal investigation resulting in a brief for prosecution.

Most of the skills identified in figure 9 must be learned. The competency "protect evidence" implies you know what evidence is. To "testify in court" implies you understand the rules of evidence. Most of the identified competencies in figure 9 are a primary focus of

courses in provincial postsecondary criminal justice and law enforcement programs.

Figure 10

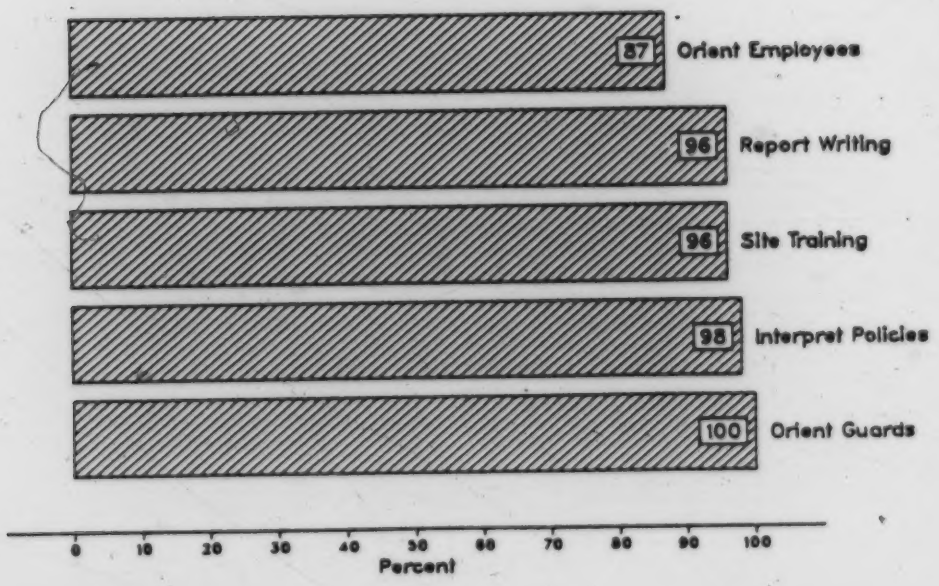
Demonstrate Public Relations



Demonstrate Public Relations. All nine competencies relating to public relations had a level of agreement at 81 percent or higher. Three were at 100 percent, and six were at the 91 percent level or higher. Participants indicated that they believe the above competencies to be of importance. This importance is illustrated by the fact that public relations is an acquired skill which is taught in most postsecondary institutions as part of occupational based training programs.

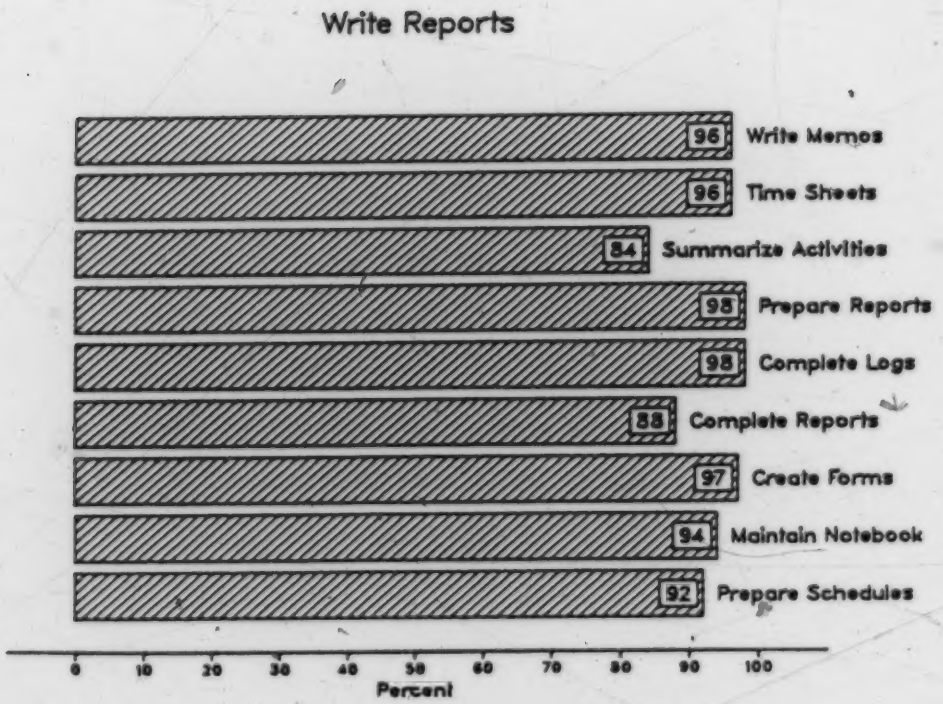
Figure 11

Conduct On-The-Job Training



Conduct On-The-Job Training. Four of the five competencies relating to on-the-job training had a level of agreement at the 96 percent level or higher, with the fifth competency at the 87 percent level. One traditional function of a security guard is to provide on-the-job training to fellow security guards. The findings in Figure 8 illustrate this tradition. The findings also point out a potential weakness in the present accepted method of passing knowledge and skills to others. Through on-the-job training from uneducated or poorly trained security guards, inappropriate or inadequate knowledge or skills could be passed on to each new generation of security guard.

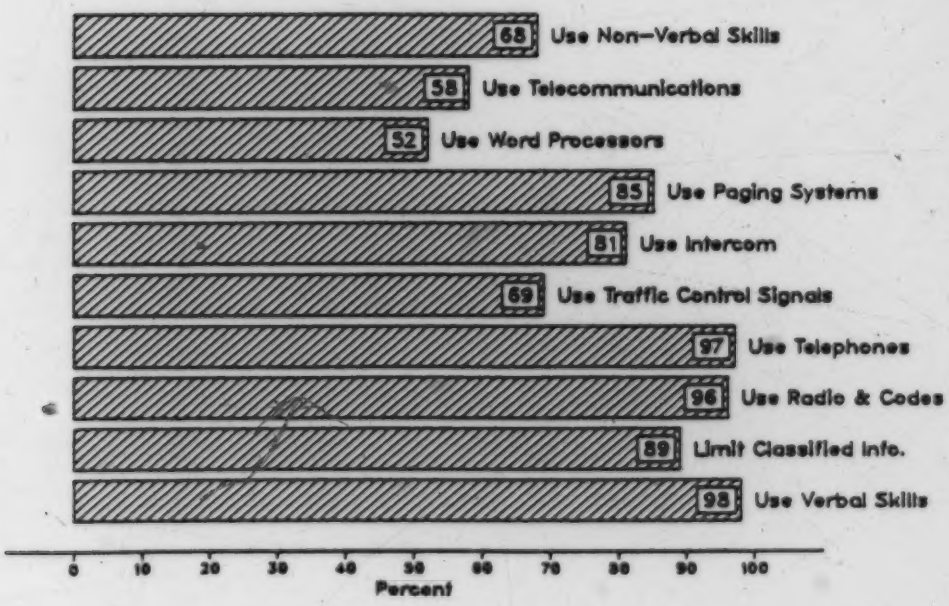
Figure 12



Write Reports. All nine competencies in Figure 12 have a level of agreement at the 84 percent or higher level. Seven of the competencies are at the 92 percent level of agreement or higher. An important function of a security guard is to be able to write reports. There is no pre-licensing or pre-employment mechanism to test this skill in security guards.

Figure 13

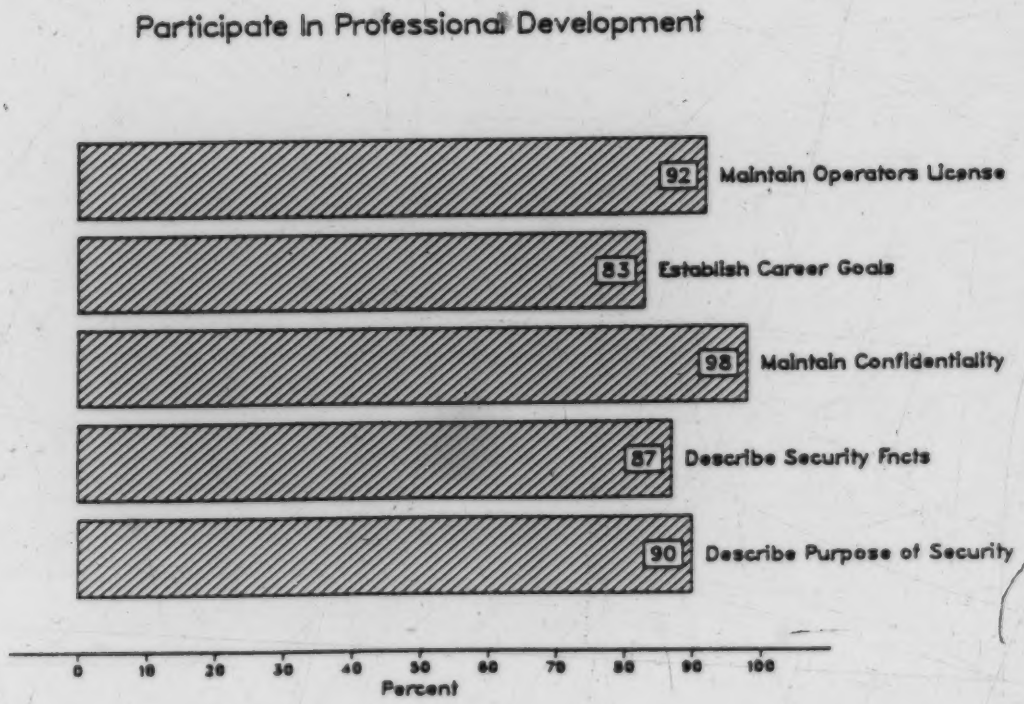
Communicate



Communicate. Six of the ten competencies in Figure 13 have a level of agreement at the 81 percent or higher. Use of Word Processors and use of Telecommunications Equipment were at 52 percent and 58 percent, respectively, perhaps indicating certain work places do not have that type of equipment.

One observation that could be made is that use of communication technology and verbal and non-verbal personal skills are all competencies which can be taught to a security guard, and verbal and non-verbal personal skills would seem to be a central or foundational building block for developing other competencies identified by the findings of this research.

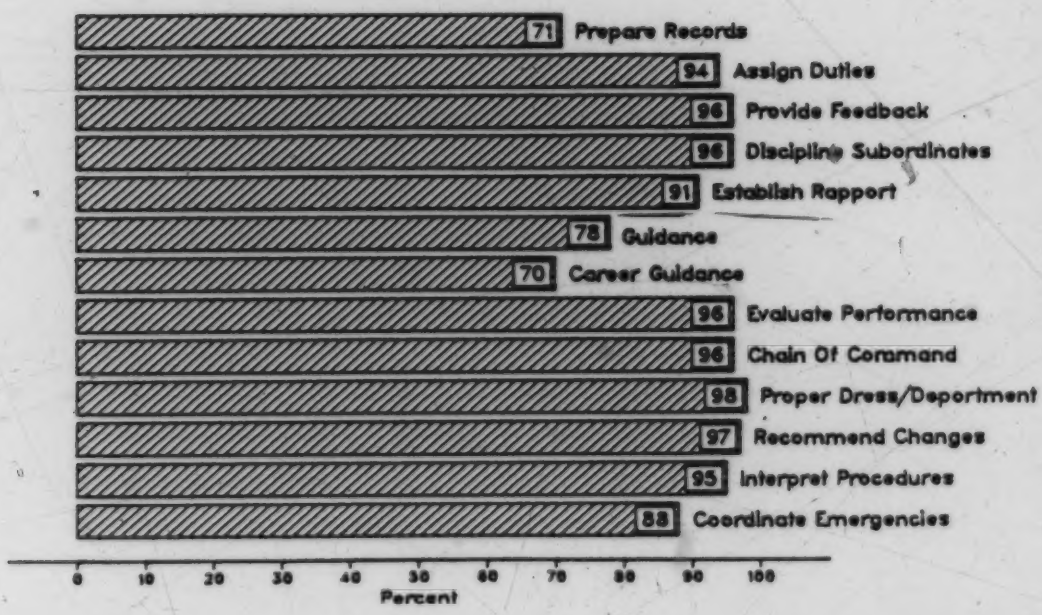
Figure 14



Participate in Professional Development. All five competencies in figure 14 have a level of agreement at 83 percent or higher which indicates participants placed value on professionalism. This value on professionalism suggests that security personnel need to be able to describe the purpose and the function of security.

Figure 15

Conduct Field/Site Supervision



Conduct Field/Site Supervision. Ten of the thirteen competencies in Figure 15 have a level of agreement at 88 percent or higher. All the competencies listed demand a leadership role or an evaluative ability on the part of the security guard. It is unlikely most untrained security guards have these competencies.

Figure 16

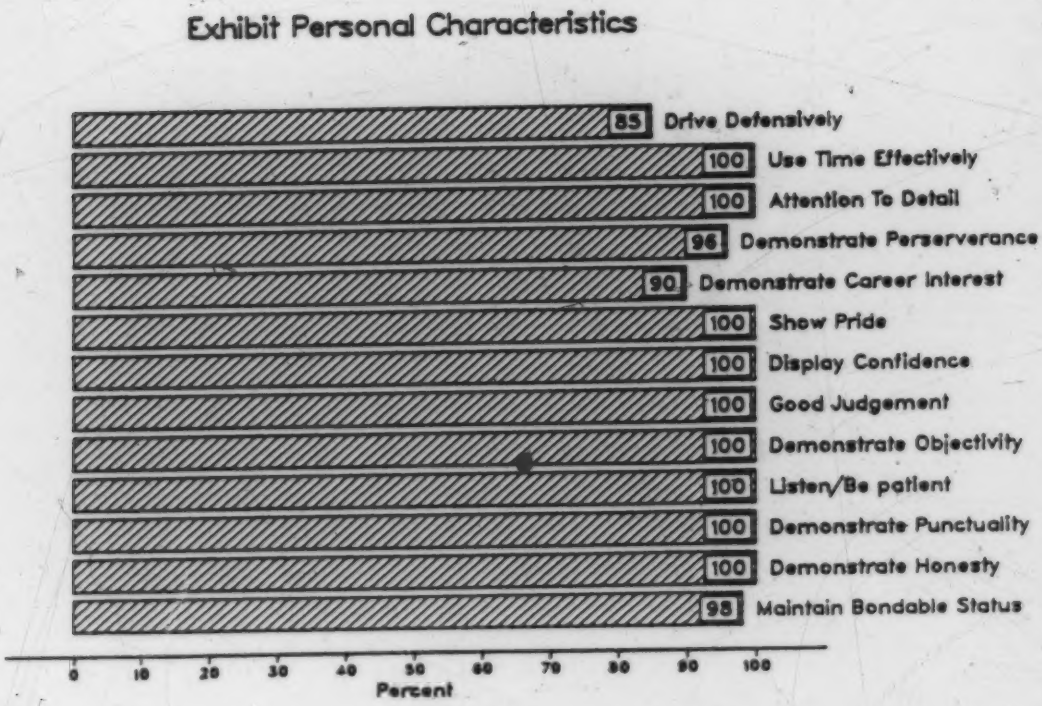


Exhibit Personal Characteristics. Nine of the thirteen competencies in Figure 16 have a level of agreement at 100 percent. This major category shows the highest level of agreement of competencies required of a security guard. It may indicate that security guards demand a high standard of personal performance from themselves.

If this is the standard of personal performance needed in a security guard, then there should be a means to measure such performance before a security guard begins his/her employment. These data may indicate the need to screen applicants during admission to training, if these characteristics are perceived to be important.

Section Four: Research Question Two

Section four presents in tabular form answers to research question two: Which competencies should be learned by a security guard, in the province of Alberta, before starting his/her first employment as a security guard, and which competencies are best learned after starting the employment?

Each table summarizes a major category of competence and lists specific competency statements. Each table contains six columns which are a) overall percentage of respondents reporting relevance of each competency within the major category; b) the percentage of respondents who believe that a certain competency should be learned before starting his/her first job (BSJ); c) the percentage of respondents who believe that a certain competency is best learned after starting the job (ASJ); d) the percentage of respondents who believe the competency may be learned either before or after starting the job; e) the percentage of respondents who said the competency was relevant but that it was done by a more senior person (RSP) and; f) the percentage of respondents who said the competency was relevant (essential) to the job but he/she lacked instruction or (RLT) training in the area.

Since section four reports on whether a particular competency should be learned before or after starting the job as security guard, the percentage of respondents reporting relevance of a competency is totaled and presented for comparison purposes. Where the totals do not equal one hundred percent, it is because some of respondents did not see the competency as relevant. For example, in Table 11, Competency A-1, Protect Safety of Employees, ninety-seven percent of the respondents reported the competency as relevant. Sixty-one percent

said it should be learned before starting the job (BSJ), while thirty-four percent said it could be learned after starting the job, and two percent said the competency was relevant to their job but done by a more senior person. Reasons for such perceptions of irrelevancy were discussed in section three and are not treated here again.

Table 11
Percentage of Respondents Reporting Relevance of Competencies in A: Protect Assets (Personal, Information and Property)

Competency Statement	Total % of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
A1 Protect safety of employees	97	61	34		2	
A2 Control keys	96	39	57			
A3 Secure confidential information	97	49	42		6	
A4 Monitor equipment functions	93	36	57			
A5 Perform preventive maintenance checks on equipment	79	33	36		6	4
A6 Prepare and check inventory	69	15	34		15	5
A7 Store valuables	82	31	43		8	
A8 Prepare and implement loss control procedures	76	35	19		19	3
A9 Transfer money	68	20	36		9	3
A10 Escort money	95	38	57			

Protect Assets. The table indicates that the participants felt that most competencies in this major category should be learned after starting the job. The majority of items in this category relate to site performance competencies and respondents perceived these competencies were best learned on the job.

Table 12

Percentage of Respondents Reporting Relevance of Competencies in B: Respond to Emergencies

Competency Statement	% of respondents reporting relevance of	BSJ	ASJ	BSJ or ASJ	RSP	RLT
B1 Respond to alarms	99	57	39		3	
B2 Make priority decisions	95	46	40		9	
B3 Implement client's emergency/ disaster plans	94	30	46		17	1
B4 Assist emergency, response teams	97	46	46		2	3
B5 Use emergency equipment	94	72	19		1.5	1.5
B6 Evaluate and control crowds	90	60	22	2	3	3
B7 Conduct evaluations	95	51	35		4.5	4.5
B8 Control traffic	86	47	38		1	
B9 Apply CPR	84	46	10	3	6	19
B10 Apply first aid	91	68	11	3	3	6
B11 Conduct wrap-up and return to normal operation	83	30	39		12	2
B12 Supervise media access	86	30	38		17	1

Respond to Emergencies. Table 12 indicates that the participants felt that most of the competencies in this major category should be learned before starting the job. In every competency performed, participants indicated that either the competency was performed by a more senior person or they lacked the instruction or training to perform the competency. The significance of the categories "senior person" or "lacked training" that the respondent is in fact confirming the competency as valid but he/she is just saying that for the reasons indicated he/she does not perform it.

Table 13

Percentage of Respondents Reporting Relevance of Competencies in C

Control Access

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
C1 Man security control centre	94	40	51		3	
C2 Inspect for compliance with regulations	94	31	52		11	
C3 Check I.D.'s	96	48	48			
C4 Inspect vehicle permits	75	27	45			3
C5 Restrict dangerous access (goods and people)	82	38	41			3
C6 Maintain key control	95	40	49		6	
C7 Conduct searches	90	51	33		4	2
C8 Conduct movement of personnel	85	30	52		3	
C9 Use monitoring equipment	90	36	48			6
C10 Use computer systems	66	27	22		9	8

Control Access. In table 13 the participants were fairly evenly divided as to when the competencies should be learned either before or after starting the job. The majority of these competencies involved psycho-motor skills, but principles behind the competencies were perceived to be best taught in advance. For example, C6 one physically controls keys through issue and receipt against signature or pledge. But, based on the experience of the researcher, the theory and purpose of key control and the various systems in existence is best taught in a classroom.

Table 14

Percentage of Respondents Reporting Relevance of Competencies in D: Conduct Patrol Duties

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
D1 Establish security presence (be seen)	97	55	40		2	
D2 Check for security breaches	94	45	45		4	
D3 Implement lock/unlock schedules	94	33	57		4	
D4 Conduct fire checks	90	55	31	2	2	
D5 Check for intruders (B&E)	97	64	31			2
D6 Recognize unusual situations	100	62	38			
D7 Perform maintenance checks	77	23	41	1	8	4
D8 Check with after hours staff	86	21	65			
D9 Check for environmental hazards	77	42	30		2	3
D10 Maintain security equipment	91	38	38		9	6
D11 Observe for safety infractions	88	49	36		3	
D12 Check for vandalism	97	55	42			
D13 Conduct surveillance	89	49	39			1
D14 Enforce city parking by-laws	63	30	27		3	3

Conduct Patrol Duties. In Table 14 the participants were divided as to when the competencies should be learned, with the majority of the participants suggesting the competencies should be learned before starting the job. It is interesting that D6 "Recognize unusual situations," received a 100 percent relevance response. This may be because security guards identify with law enforcement officers or see themselves as law enforcement officers and believe that it is important to the law enforcement officers job to recognize unusual situations.

Table 15

Percentage of Respondents Reporting Relevance of Competencies in E: Conduct Fire Prevention Inspections

Competency Statement		% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
E1	Monitor for fire hazards	91	58	33			
E2	Check fire exits and lights	91	37	52			2
E3	Monitor fire alarm panels	85	33	51		1	
E4	Inspect fire equipment	87	43	32		6	6
E5	Conduct fire drills	70	20	18		8	4
E6	Clear fire lanes	85	33	48		3	1

Conduct Fire Prevention Inspections. In Table 15 respondents indicated that tasks E1, E4 and E5 should be learned before starting the job rather than after starting the job.

Table 16

Percentage of Respondents Reporting Relevance of Competencies in F: Enforce Law and Policies

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
F1 Interpret/Apply appropriate laws	82	49	20		9	4
F2 Interpret company policies	96	33	50	2	11	
F3 Conduct investigations	87	40	29		18	
F4 Give (verbal/written) warnings	98	52	42		4	
F5 Describe citizens rights of arrest	73	52	18	2		1
F6 Make an arrest	76	49	12		7	8
F7 Protect evidence	86	56	23		4	3
F8 Contact police	100	60	39		1	
F9 Contact company authorities	98	45	48		6	
F10 Testify in court	83	52	27			4

Enforce Laws and Policies. In Table 16, other than, F2, "interpreting company policies," and F9, "contacting company authorities," respondents felt all other competencies should be learned prior to beginning employment rather than after starting the job. Table 16 shows a majority of tasks being done by more senior people which indicates the more complex nature of the competency statement. Some of these competencies, such as F1, interpret/apply appropriate laws, and F3, conduct investigations, could demand complex skills requiring many hours of instruction and practice.

Table 17

Percentage of Respondents Reporting Relevance of Competencies in G: Demonstrate Public Relations

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
G1 Maintain dress and deportment	98	75	21	2		
G2 Receive/greet visitors	92	49	42		1	
G3 Demonstrate courtesy	100	73	25	2		
G4 Provide information	100	39	55		6	
G5 Give direction	100	43	57			
G6 Handle high-stress situations	91	63	24		4	
G7 Handle difficult people	98	73	24		1	
G8 Escort people and tours	81	31	42		5	3
G9 Recognize various publics	84	36	47		1	

Demonstrate Public Relations. In Table 17, there was a division by participants as to whether they believed the skills or tasks should be learned before or after starting the job. There was no division as to the percent of respondents reporting the relevancy of the competencies. The data from the respondents suggest good public relations skills are essential to someone whose task it is to enhance a spirit of cooperation for the law in others.

Table 18

Percentage of Respondents Reporting Relevance of Competencies in H: Conduct on-the-job training

Competency Statement		% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
H1	Orientate new guards	100	31	64	2	3	
H2	Interpret company/client policies to new guards	98	28	69	1		
H3	Conduct site specific training	96	27	64		3	2
H4	Train new guards in report writing	96	39	43	2	12	
H5	Orient new site employees	87	22	52		11	2

Conduct on-the-job training. A majority of respondents believed that the competencies listed in Table 18 were best learned after starting the job. The respondents rated, high, the relevance of each competency. H4, "train new guards in report writing," could be taught after starting the job (on-site) providing the guards were just learning report format. To teach english literacy on-the-job as well as format might not be feasible.

Table 19

Percentage of Respondents Reporting of Competence in I:

Write Reports

Competency Statement		% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or RSJ	RSP	RLT
I1	Prepare work schedules	92	26	36		29	1
I2	Maintain personal note book	94	54	37		2	1
I3	Create forms as required	97	29	42		23	3
I4	Complete faculty reports	88	29	50		9	
I5	Complete daily log reports	98	48	49		1	
I6	Prepare occurrence reports	98	54	43		1	
I7	Summarize monthly reports	84	21	39		21	3
I8	Fill out time sheets	96	24	53		17	2
I9	Write memos	96	33	52		9	2

Write Reports. In Table 19, the participants indicated that the majority of these competencies could be learned after starting the job.

Table 20

Percentage of Respondents Reporting Relevance of Compentency in J: Communicate

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
J1 Use verbal skills	98	68	27	3		
J2 Limit communications of classified information	89	50	33		3	3
J3 Use two-way radio and codes	96	55	39	2		
J4 Use telephones	97	67	27	3		
J5 Use traffic control signals	69	37	28		2	2
J6 Use intercom system	81	31	46	2		2
J7 Use paging systems	85	31	49	2		3
J8 Use word processing systems	52	15	17		6	14
J9 Use telecommunication equipment	58	17	23		4	14
J10 Use non-verbal skills (i.e. body language)	68	32	32			4

Communicate. In Table 20, respondents were nearly equally divided as to whether they believed the tasks should be learned before or after starting the job. Competencies, J8, use of processing systems and J9, use of telecommunication equipment, showed a high percentage of respondents who found the skill relevant, but did not use them because they lacked the skill or training. If the skill or task is important, for example J1 and J4, and could not be learned on the job, it should be taught or evaluated before starting the job.

Table 21

Percentage of Respondents Reporting Relevance of Competencies in K: Participate in Professional Development

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
K1 Describe the purpose of security	90%	54%	25%	2%	6%	3%
K2 Describe how security functions	87%	49%	27%	2%	7%	2%
K3 Maintain confidentiality	98%	69%	27%	1%		1%
K4 Establish career goals	83%	47%	26%	3%	3%	4%
K5 Maintain valid operator's license.	92%	73%	15%	3%		1%

Participation in Professional Development. In Table 21, participants were in general agreement that all competencies listed should be learned before starting the job. Competencies, K1, describe the purpose of security and K2 describe security functions, are learned cognitive skills, and the guard should have this understanding before starting the job. If a guard can competently describe the purpose and function of security, he/she is more likely to perform better and receive greater public support and co-operation.

Table 22

Percentage of Respondents Reporting Relevance of Competencies in L: Conduct Field/Site Supervision

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
L1 Coordinate emergencies	88%	33%	35%	2%	17%	1%
L2 Interpret client procedures	95%	28%	52%		15%	
L3 Recommend changes to update past orders	97%	20%	71%		4%	2%
L4 Ensure proper dress and deportment	98%	55%	37%	3%	3%	
L5 Establish chain of command	96%	39%	35%		20%	2%
L6 Evaluate performance of subordinates	95%	27%	41%		24%	3%
L7 Provide career guidance	70%	18%	28%		19%	5%
L8 Provide personal guidance	77%	18%	46%		10%	3%
L9 Establish rapport and leadership	91%	34%	49%		8%	
L10 Discipline subordinates	95%	27%	35%		33%	
L11 Provide positive feedback	96%	31%	57%		6%	2%
L12 Assign duties	94%	21%	55%		18%	
L13 Prepare billing records	71%	8%	25%		34%	4%

Conduct Field/Site Supervision. In Table 22 participants were somewhat stronger in their view that the majority of the competencies listed could be learned after starting the job than before the job. A high portion of these competencies were done by a more senior person. This fact may well have influenced respondents to suggest that they could be learned after starting the job. Brief theoretical training in management, leadership, evaluation and counselling could provide the background for these on-site tasks.

Table 23

Percentage of Respondents Reporting Relevance of Competencies in M: Exhibit Personal Characteristics

Competency Statement	% of respondents reporting relevance of competency	BSJ	ASJ	BSJ or ASJ	RSP	RLT
M1 Maintain bondable status	98%	75%	16%	3%	1%	3%
M2 Demonstrate honesty	100%	73%	19%	6%		2%
M3 Demonstrate punctuality	100%	72%	25%	3%		
M4 Listen and be patient	100%	73%	25%	2%		
M5 Demonstrate objectivity	100%	67%	30%	3%		
M6 Demonstrate good judgement	100%	75%	22%	3%		
M7 Display self confidence	100%	81%	15%	4%		
M8 Show pride in one's dress and deportment	100%	81%	16%	3%		
M9 Demonstrate an interest in Law Enforcement	90%	64%	19%	5%		2%
M10 Demonstrate perseverance	96%	70%	24%	2%		
M11 Pay attention to detail	100%	75%	24%	1%		
M12 Use time effectively	100%	67%	31%	2%		
M13 Drive defensively	85%	63%	15%	4%		3%

Exhibit Personal Characteristics. In Table 23, participants were in high agreement that all competencies in this category should be learned before starting the job. The percentage of respondents agreeing on the relevance of those competencies was the highest for all the major categories. These, primarily affective domain competencies, could be evaluated during any pre-employment instructional program.

Summary

The purpose of Chapter four was to present and analyize the data obtained during the study. The chapter is divided into four main

sections.

Section One. Section one listed the major headings of competence. I refer the reader to the description as to how the levels of competence were arrived at. This set of findings, as contained in the profile, was the major building blocks on which the rest of the research was constructed.

Section Two. Section two presented the demographic data of both the seven security guards who participated in Phase One of the study as well as the demographic data of the 67 security guards who participated in Phase Two of the study. The demographic data were presented in tables, with accompanying discussion, interpretations and conclusions/observations. Essentially the data paint a different demographic profile of security guards in Alberta than was identified in the literature review. The security guards in Alberta are as untrained, and unprepared to begin work as security guards as are most other security guards in Canada and the United States but they are younger, better educated and have a slightly different male/female ratio than average. The demographic data indicate that security guards in Alberta should make good learners based on their level of formal education.

Section Three. Section three presents in graphical form the answers to research question one: What competencies are required of a competent security guard in the Province of Alberta?

Total relevance of a competency was determined by a positive response to research question one or, by a negative response if such response indicated that the task or skill was relevant (essential) to the job, but the respondent did not use it because he/she lacked

instruction or training in this area, or the task or skill was done by a more senior person.

The verified profile enclosed at back cover lists 126 tasks or skills security guards in Alberta believe they should possess either before or after they begin their job as a security guard.

Section Four. Section four answered the second research question: Which competencies should be learned by a security guard, in the province of Alberta, before starting his/her first employment as a security guard and which competencies are best learned after starting the employment? These data should help educators to prepare security guard curriculum based on these results which indicate whether a subject should best be learned before or after starting the job.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into six sections: summary of study, summary of findings, conclusions, recommendations, personal observations of the researcher, and suggestions for further research.

Summary of Study

The purpose of this study was to determine what competencies are required of a security guard in the Province of Alberta and when they should be learned. This summary outlines the means used to pursue this purpose which resulted in the creation of a competency analysis profile of a security guard in the Province of Alberta.

The Competency Analysis Profile System (CAPS), model selected for the research was developed by Deane and Manuel (1977) to facilitate the development of programs and curricula for rapidly changing technological education requirements. The model is a systematic, analytical approach to developing a profile of competencies which pertain to an occupation. When originally developed, the CAP system consisted of five distinct phases: development of a profile; validation of the profile; specification of competencies; preparation of learning resources; and, establishment of management and delivery systems. It has since been modified by Manuel to four sequential and interrelated phases which are: conducting a needs analysis; designing a training plan: developing resources; and, implementing the training program. This researcher used only the first two phases of the original system which consists of developing the profile of competencies and validating the profile.

The first phase of the study was designed to answer the question:

What competencies are required to produce a competent security guard in the Province of Alberta?

The beginning phase concentrated on creating a chart-like document listing major categories of competence and specific competency statements. This chart was developed during a workshop consisting of practicing security guards selected to represent a cross-sectional group of security guards in Alberta. Dr. Don Manuel co-designer of the model and skilled group leader used a modified form of brainstorming which generated the data for the chart-like document. This document is referred to by Deane and Manuel (1977) as a Competency Analysis Profile.

Two major assumptions inherent in the development of the Profile were that: (1) current and experienced practitioners have the most relevant information about competencies required to function satisfactorily in the field; and (2) through the synergy of the brainstorming process the output of a team is far greater than the individual inputs gathered during one to one interviews (Deane and Manuel, 1977:).

The second phase of the study, referred to as the "Verification" phase by Manuel and Deane (1976), determined the extent of agreement between the profile group and the representative group of security guards in the Edmonton area who had two years of experience. This second phase was designed to answer two questions: Have you used this task or skill in any of the job situations you have been in as a security guard? and, should the task or skill be learned before starting the job or after starting the job?

Summary of Findings

The sections which follow correspond with the section organization used in Chapter 4: Findings and Analysis.

Licensed Security Guards - No Requirement for Training

Included as a finding but separate and apart from the research is the fact that security guards licensed by the Province of Alberta are not required to undergo mandatory training either before or after they are licensed as security guards in the Province of Alberta. (See page 2 of thesis, Chapter One).

Section One: Competency Analysis Profile

1. The sample of security guards developed and verified a competency analysis profile that identified competencies that are required to be a competent security guard in the province of Alberta.

2. The profile has thirteen major headings and 126 individual competencies. A list of these headings and competencies are recorded at Appendix 10. The complete profile is found in the jacket attached to the back cover of this thesis.

Section Two: Demographic Data of Phase One and Phase Two Participants.

1. Eighty-two percent of participants made up the 21 - 40 age group.

2. Eighty-two percent of participants were male.

3. Seventy-one percent of participants had a grade 12 level of education or better and 32 percent had post-secondary education.

4. Forty-five percent of participants had five or more years of experience in the security industry. Twelve percent of participants had just less than two years service. Guards in this study represented

more than 267 years of experience in the security industry.

5. Sixteen percent of participants had been with their present employer over five years.

6. A wide variety of workplaces within the security industry were represented by the participants.

7. Forty-nine percent of the participating security guards surveyed in this study had no formal training to be a security guard.

8. Of the fifty-one percent who did received training before starting their job as a security guard, ninety-one percent of those participants received from 0 to 5 hours of classroom instruction before starting the job.

9. Sixty-one percent of participants received no classroom instruction after starting the job.

10. Sixty-one percent of Phase II participants received less than 50 hours of on-the-job training.

Section Three: Relevance of Competencies

Of the 126 competencies identified in the profile (see back cover) as necessary to be a competent security guard:

Nine competencies had a relevance level of agreement by participants of 100 percent.

Seventy-eight competencies had a relevancy level of agreement by participants 90 percent or higher.

Twenty-nine competencies had a relevancy level of agreement by participants of 80 - 89 percent.

Eleven competencies had a relevancy level of agreement of 70 - 79 percent by participants.

Six had a relevency level of agreement of 60 - 69 percent.

Two competencies had a relevancy level of agreement of 52 - 59 percent.

No competency had a level of agreement by participants below 52 percent.

Section Four: Whether Competency Should be Learned before or After Starting Job.

Of the 126 competencies identified in the profile (see back cover) as necessary to be a competent security guard in the province of Alberta, respondents stated that fifty-two percent of these competencies would have to be learned before starting the job, forty-four percent could be learned after starting the job and four percent could be learned before or after starting the job.

Summary of Conclusions

Section One: Competency Analysis Profile

1. A representative sample of security guards in the Edmonton area were surveyed.

2. Of the total Edmonton sample selected, 46 percent completed and returned the profiles.

3. There now exists in the province of Alberta a competency analysis profile for security guards.

4. In addition to the specific competencies listed in the profile, the researcher concluded through discussions with participants that another intangible competency that was not formally identified but must be learned by the security industry in general and security guards in particular, and that is a predisposition to service to the public. If, in certain circumstances, the security industry is to replace formal police officers and to represent and enforce law and order in

the community, then, through its security guards, it must speak with a voice that is unbiased, compassionate and understanding. This predisposition to service and human understanding was inherent in the competencies contained in the profile but was not expressed in words; hence, this researcher has described it as an intangible attitude to do what is right. Through education, knowledge, culture, experience, and emulation one learns to be unbiased, compassionate and understanding. It is important that any provincial training program focus on producing security guards who epitomize this predisposition to service to the public.

Section Two: Demographic Data of Phase One and Phase Two Participants

1. The majority of security guards make up the 21 - 40 age group, have a security career ahead of them, and would benefit by training and education.

Section Three: Relevance of Competencies

1. The verified profile (see back cover) lists 126 competencies security guards in Alberta believe they should possess either before or after they begin their job as a security guard.

Section Four: Whether Competency Should Be Learned Before or After Starting Job

Of the 126 competencies security guards in Alberta believe they should possess, these security guards stated that 52 per cent of these competencies should be learned before they begin their job. This is an important conclusion for future training program development and curriculum development related to the security industry.

Summary of Recommendations

Competency Analysis Profile

1. The competency analysis profile developed through this research should be used as the basis for curriculum development of a training program.

Section Two: Demographic Data of Phase One and Phase Two Participants.

1. Security guard applicants should be screened during admission training procedures to determine if they exhibit the standard of personal characteristics identified in Table 23 of the research findings.

Section Three: Relevence of Competencies

1. Using the competencies generated the province of Alberta should develop a structured, province-wide training program.

2. That as a result of this training program provincial security guard standards should be developed.

Section Four: Whether Competency Should be Learned Before or After Starting Job.

1. Any province wide training program developed should be competency-based for the reasons identified in Chapter 2.

2. The training program should be offered through the existing Law Enforcement and Security Programs now offered in community colleges within the Province. This recommendation is made for the following reasons:

a) Colleges are accessible to a wider range of security guards.

b) Colleges attempt to maintain an "open door" policy which

allows for considerable flexibility in the admission of students, particularly adults, whose previous academic record is incomplete, or unimpressive.

c) Colleges have skilled people to develop and administer both credit and non-credit security programs.

d) Colleges are now in the business of teaching communication and interpersonal skills which are essential to the security skills and which are needed.

e) provincial wide standards could be maintained.

3. It is recommended that new security guards not be licenced until they have passed provincial standards, and that incumbent security guards be given a period of time to take and pass provincial standards before they have their licence renewed.

Suggestions for Further Research

1. It is suggested that further research be done to complete the Competency Analysis Systems (CAPS) model for security guards which involves: designing a training plan; developing resources; and, implementing the training program.

2. It is suggested that research be conducted into the private investigator and proprietary security forces in Alberta with a view to recommending the possiblity of training, education and licensing.

3. It is suggested that research be done into the development of a postsecondary educational career path for all security practitioners leading to provincial accreditation.

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Appendix 1

Letter to Participate in Profile Development

April 1, 1986

Dear Profile Candidate,

As Program Head of the Law Enforcement Program, Grant MacEwan Community College, I am developing a competency analysis profile of security guards in the Province of Alberta. The results of this profile will help in determining curriculum needs for security guard training. Your name has been suggested as someone who could contribute to this project. Your experience in the security guard field would be an asset to the method I am using to develop the profile.

Should you be willing to participate, the project will take two days, **Monday and Tuesday, April 14th and 15th, 1986, 0800 - 1600 hours** and will be conducted at **Grant MacEwan Community College, Mill Woods Campus, 7319 - 29 Avenue, Edmonton, Alberta, Room 206.**

Mr. Allan will arrange for someone to replace you at your job during the two days. You will be paid your normal wage and lunch will be provided. If you are willing to participate please advise Ms. Joanne E. Cronin, at 421-1707.

Participants will receive a further letter confirming arrangements and discussing such details as parking etc.

Thank you for considering this request.

Sincerely,

J.A. Blake
Program Head
Law Enforcement Program

JAB/cm

Appendix 2

Profile Candidates

1. Ronald Reid
   #1503, 10020-103 Avenue
   Edmonton, Alberta
   T5J 0G7

2. Doug M. MacIntosh
   #905, 10811-47 Avenue
   Edmonton, Alberta
   T6H 5J2

3. Kim G. Metcalfe
   #310, 17108-64 Avenue
   Edmonton, Alberta
   T5T 2C8

4. Alvine Poitras
   8316-13B Avenue
   Edmonton, Alberta

5. Paul B.A. Lewis
   10508-70 Street
   Edmonton, Alberta
   T6A 2T7

6. Susan M. Leahy
   11019-123 Street
   Edmonton, Alberta
   T5M 0E4

7. Sandra D. Stratton
   1096 Lakewood Road North
   Edmonton, Alberta

8. Bill M. Pylpow
   #807, 17327-69 Avenue
   Edmonton, Alberta
   T5T 3S9

9. Tom Burke
   #812, 11135-83 Avenue
   Edmonton, Alberta
   T6G 2C6

10. Lynn D. Waddell
    #1208, 10145-109 Street
    Edmonton, Alberta
    T5J 3M5

11. Ed V. Rifo
    7319-171 Street
    Edmonton, Alberta
    T5T 2R1

12. Barry M. Boyes
    #320, 14604-103 Street
    Edmonton, Alberta
    T5E 4N3

Appendix 3

Pilot Test

	Is it a competency		Could it be taught before or after the job	
	Yes	No	Before	After
Protect Assets	7		partially - 1	1
On-the-job Training	4	3		2
Report Writing	7		partially - 1 yes - 4	
Respond to emergencies	7		partially - 1 yes - 3	2
Fire Inspection	7		4	
Public Relations	7		4	
Access Control	7		partially - 1 yes - 2	2
Professional Development	6	1	3	2
Supervision	6	1	1	2
Communication	7		4	1
Patrol Duties	7		3	1
Enforce Laws	7		partially - 1 yes - 4	
Personal Charateristics	4		comes with experience - 3	

Appendix 4

Letter to Security Managers

November 6, 1986

Dear

I am doing a study of the tasks performed by Security Guards in the Province of Alberta. As a result of this study I have a profile of tasks considered by a group of security guards as representative of their job. I would like to share this profile with you and seek your help and advice in validating the profile by having security guards under your employ complete it. The purpose of the profile is to develop a training/education program for security guards and to positively document the multitude of services security guards are required to perform.

As you are obviously aware, the shift to private policing of responsibilities which were previously considered in the domain of public policing has begun and will continue. The growth and extent of private policing in the future will be determined by the extent to which public police and society generally accept private police. I believe, this public acceptance will be determined to a large degree by the competence to assume these new responsibilities private police demonstrate.

This research is the first step in helping the security industry to document what basic competencies its members require. I am enclosing a copy of a letter I received from Mr. Ron Smitten concerning this study.

If you wish to examine the profile and/or assist in this study I invite you to attend an Information Sharing Session at the **Crime Laboratory, Room 319, Mill Woods Campus, Grant MacEwan Community College, 7319 -29 Avenue, Edmonton, from 1000-1200 hours Wednesday, February 18, 1987.** Lunch will be served following the Session. R.S.V.P. to Carol McDonald, 462-5679.

If you prefer a personal meeting or wish to discuss this research in advance please call me direct at 462-5650.

Sincerely,

Andy Blake
Program Head
Law Enforcment Program

JAB/cm

Appendix 5

Letter to Security Guards

February 18, 1987

Dear Security Guard:

This Profile was developed by a group of security guards like yourself. It lists what they consider are the tasks security guards do. I would ask that you respond to all the questions whether you have done the task or not.

The purpose of the profile is to develop a training/education program for security guards. I believe that by having your personal input and the input of other guards like yourself I will obtain a true picture of what guards actually do. From this information a training program can be developed. This training program will allow guards to learn a good deal more about the job before they begin, hence cutting down a lot of indecision on the job and reducing potential stressful or confrontational situations. In other words guards will feel alot more confident and secure when they begin the job. In addition, this knowledge, training and education will also allow guards to have more pride in themselves and their job.

In order for you to carefully complete this profile and its accompanying demographic questions, I know I am asking for an investment of an hour of your time. I believe, however, you will wish to participate because you will be assisting to improve your situation by documenting exactly what it is you do.

Your responses to this study will be strictly confidential. I am not asking for your name or who you're employed by. Nor will your employer see your individually completed profile since I ask you to fold it, place in the stamped addressed envelope supplied, SEAL THE ENVELOPE, and drop it in any mail box.

Step 1:

Spread the accompanying profile in front of you.
You will notice INSTRUCTIONS in the bottom right corner. Please read them.

...../2

Step 2:
Now look at the general task skill described in block A at the top left corner of the profile.
Begin to answer the specific questions starting at A-1:
- Do you Protect Safety of Employees?
  Yes or No Circle one

If you circled yes, should this task be learned by a security guard?
B.S.G. - before starting job as a security guard?
A.S.G. - after starting job as security guard?
Circle either B.S.G. or A.S.G.
If you circled no. Why is the task or skill not used?
The task/skill is N.R. Not relevant (not essential) or
S.P. the task or skills is done by a more senior person or
R. task or skill is relevant (essential) to my job but I do not use it because I lack instructor training in this area.
Please circle N.R. or S.P. or R.
Now go on to A-2 and continue in the same way until A-10.
Then begin the same procedure at B and so on until you have completed the entire profile.
Please feel free to draw in a box to any column in order to add additional competencies that you feel are missing from the profile.

Step 3:
You will notice a request for a Demographic Information in the top right corner of the profile. Please complete that now.

Step 4:
If you experience any difficulty in filling out the profile call me at work 462-5650 or home 476-6910.

Step 5:
Once you have completed the profile return it in the stamped addressed envelope provided and drop it in a mail box or return the sealed enelope to your supervisor/manager.

Thank you for your anticipated assistance.

Sincerely,

_____
Andy Blake
Program Head
Law Enforcement Program

JAB/cm

Appendix 6

Letter to Appreciation to Managers

February 19, 1987

Dear

Thank you for your cooperation in this study and with distribution for validation of the Security Guard Competency Analysis Profile. As I mentioned at our meeting, I would be getting back to you concerning the return of the profiles. To date, I have 70 returned of the 186 profiles I distributed. Since I have no way of determining from which companies the personnel belong, I appeal to you to encourage those who intend to complete them to do so now.

One very important consideration is my determining exactly how many profiles were actually distributed by you. You gave me the number of people on your payroll who have been employed in the security industry for two years or more. In return, I supplied you with that number of profiles. Because it has important statistical significance, I need to know exactly how many you distributed to your guards. If, for example, the count was wrong and you did not have precisely that number of employees or if employees declined to participate, I need to know. I am not concerned with receiving the undistributed profiles back but it is important I know exactly how many got into the hands of security guards. The deadline for returning the profiles is March 11, 1987.

Sincerely,

J.A. Blake
Program Head
Law Enforcement Program
Grant MacEwan Community College

JAB/cm

Appendix 7

Letter of Appreciation to Security Guards

February 19, 1987

Dear Security Guard,

In December, the busiest time of the year, you were given a copy of a competency analysis profile to complete. If you have completed the profile and returned it, I thank you very much. I am sorry that you received this reminder, but I have no way of knowing who returned the profiles. If you have put off completing it because of the busy season, I certainly can understand that. However, I request that you complete it now and mail it in. Should you have misplaced your profile you may obtain another through your supervisor.

For the reasons outlined in the original letter to you, your input into this study is very important. By completing and mailing the profile you will greatly assist in an understanding of your duties.

To date only 70 profiles have been returned of the 186 which were distributed. Who returned them or from which companies I have no way of knowing. If you have not completed your profile, please do it now and send it in no later than March 11, 1987.

Sincerely,

J.A. Blake
Program Head
Law Enforcement Program
Grant MacEwan Community College
Phone: 462-5650

JAB/cm

Appendix 8

Unsolicited Letter from Security Guards

Just In Case You're Interested:

I am a part time guard (weekends, day) at a major shopping centre here in Edmonton. I have been employed for ten months now.

I am also a full time student at N.A.I.T. (Electrical) in my second year. After graduation I will be looking for a job in my own field.

Also, I have been in the militia for over four years, and as a result of my position and rank I am cleared for confidential information.

I received no formal training when I became a guard this is because of time conflicts, however, since I had experience with the Military on job training was sufficient. I feel that a new guard should be trained in all aspects of his duties before he goes on site and have on job training emphasising what he has learned. I also feel all guards should have first aid including CPR before going to any site.

I would like a more detailed comprehensive security guard course offered at such places like Grant MacEwan. This would raise the standard of a security guard to a position where he can better handle himself in any situation such as emergencies, etc.

I have noticed, while working and talking to other guards, that they do not have very much ambition or motivation while working. This can be attributed to:

1) low wages
2) 'boring' sites - long hours
3) no incentives

Although low wages and no incentives could be turned around or at least a little better the 'boring' sites would still be a problem but I think a guard is more likely to not mind so much if he had something to look forward to.

Anyways I am running out of space and I need the next sheet for homework. I hope this information will help your studies. If you would like I would be happy to answer any further questions you might have, my name is Tony and I can be reached at 474-9802.

Appendix 9

Unsolicited Letter from Security Guard

Dear Mr. Blake:

I am enclosing this letter with the profile in order to make a few points regarding the success of such a proposed program. I have been in security for the better part of ten years although I would welcome such a program there first may have to be some changes in the field of Security in general. They are my personal views but I think they are representative of those of us who consider security a profession, not a joke. The general public tends to ridicule security guards referring to them as "rent-a-cops" or frustrated persons, who couldn't qualify for the police force." I have to admit that while a certain element in security has contributed to this image, there are those of us who would welcome a program for what it would do for our public image and self esteem.

The first problem would be in the area of wages. The starting wage for a security guard is in the range of $4.85 to $5.50 per hour and rise to $6.00 or at the highest, $7.00 per hour. If an individual was to take college courses on his or her time and expense and command this kind of wage upon completion, incentive may be lacking. Which leads to the next possible problem.

At the present time after ten years experience, I receive $6.00 an hour. If I quit and went to work at another security firm, my 10 years experience would count for nothing and I would begin at the bottom of the wage scale. The minimum requirement for a security guard is eighteen years of age; no criminal record and, no experience. Experience doesn't count in the wage sclae.

There are higher paying security jobs. Some may even pay as high as $10.00 an hour; however, these are few and far between and at least 3/4 of these jobs will be taken by retired police officers.

Security is a competitive field and most contracts are up for bids. The security management say they can't pay their employees any more because the firms or businesses they protect refuse to pay any more for security. If all security firms had to pay their employees a liveable wage and improve their requirements in order to provide a professional, respected service; then the companies contracting their services would have to pay or go without. I have worked for companies who refuse to pay their guards overtime after 44 hours because it wasn't included in the contract with the client.

My main point is, where would the incentive lie to motivate an individual to invest time and money for so small a return on his investment? I enjoy my job and was trained to take pride in what I do. That explains why I'm still here. Unions are formed to deal with unfair labor practices and maybe it's time that security guards considered this possiblity. This isn't my area but it's obvious that changes have to be made by whatever methods work.

Thank-you.

List of the 13 Major Headings and their Competencies

A. Protect Assets (Personnel, Property and Information)

A1 Protect safety of employees

A2 Control keys

A3 Secure confidential information

A4 Monitor equipment functions

A5 Perform preventive maintenance checks on equipment

A6 Prepare and check inventory

A7 Store valuables

A8 Prepare and implement loss control procedures

A9 Transfer money

A10 Escort money

B. Respond to Emergencies

B1 Respond to alarms

B2 Make priority decisions

B3 Implement client's emergency/disaster plans

B4 Assist emergency, response teams

B5 Use emergency equipment

B6 Evaluate and control crowds

B7 Conduct evaluations

B8 Control traffic

B9 Apply CPR

B10 Apply first aid

B11 Conduct wrap-up and return to normal operation

B12 Supervise media access

C. Control Access

C1 Man security control centre

C2 Inspect for compliance with regulations

C3 Check I.D.'s

C4 Inspect vehicle permits

C5 Restrict dangerous access (goods and people)

C6 Maintain key control

C7 Conduct searches

C8 Conduct movement of personnel

C9 Use monitoring equipment

C10 Use computer systems

D. Conduct Patrol Duties

D1 Establish security presence (be seen)

D2 Check for security breaches

D3 Implement lock/unlock schedules

D4 Conduct fire checks

D5 Check for intruders (B & E)

D6 Recognize unusual situations

D7 Perform maintenance checks

D8 Check with after hours staff

D9 Check for environmental hazards

D10 Maintain security equipment

D11 Observe for safety infractions

D12 Check for vandalism

D13 Conduct surveillance

D14 Enforce city parking by-laws

E. Conduct Fire Prevention Inspections

- E1 Monitor for fire hazards
- E2 Check fire exits and lights
- E3 Monitor fire alarm panels
- E4 Inspect fire equipment
- E5 Conduct fire drills
- E6 Clear fire lanes

F. Enforce Laws and Policies

- F1 Interpret/Apply appropriate laws
- F2 Interpret company policies
- F3 Conduct investigations
- F4 Give (verbal/written) warnings
- F5 Describe citizens rights of arrest
- F6 Make an arrest
- F7 Protect evidence
- F8 Contact police
- F9 Contact company authorities
- F10 Testify in court

G. Demonstrate Public Relations

- G1 Maintain dress and deportment
- G2 Receive/greet visitors
- G3 Demonstrate courtesy
- G4 Provide information
- G5 Give direction
- G6 Handle high-stress situations
- G7 Handle difficult people
- G8 Escort people and tours
- G9 Recognize various publics

H. Conduct On-the-job Training

H1 Orientate new guards'

H2 Interpret company/client policies to new guards

H3 Conduct site specific training

H4 Train new guards in report writing

H5 Orient new site employees

I. Write Reports

I1 Prepare work schedules

I2 Maintain personal note book

I3 Create forms as required

I4 Complete faculty reports

I5 Complete daily log reports

I6 Prepare occurrence reports

I7 Summarize monthly reports

I8 Fill out time sheets

I9 Write memos

J. Communicate

J1 Use verbal skills

J2 Limit communications of classified information

J3 Use two-way radio and codes

J4 Use telephones

J5 Use traffic control signals

J6 Use intercom system

J7 Use paging systems

J8 Use word processing systems

J9 Use telecommunication equipment

J10 Use non-verbal skills (i.e. body language)

K. Communicate

K1 Describe the purpose of security

K2 Describe how security functions

K3 Maintain confidentiality

K4 Establish career goals

K5 Maintain valid operator's licence

L. Conduct Field/Site Supervision

L1 Coordinate emergencies

L2 Interpret client procedures

L3 Recommend changes to update past orders

L4 Ensure proper dress and deportment

L5 Establish chain of command

L6 Evaluate performance of subordinates

L7 Provide career guidance

L8 Provide personal guidance

L9 Establish rapport and leadership

L10 Discipline subordinates

L11 Provide positive feedback

L12 Assign duties

L13 Prepare billing records

M. Exhibit Personal Characteristics

M1 Maintain bondable status

M2 Demonstrate honesty

M3 Demonstrate punctuality

M4 Listen and be patient

M5 Demonstrate objectivity

M6 Demonstrate good judgement

M7 Display self confidence

M8 Show pride in one's dress and deportment

M9 Demonstrate an interest in Law Enforcement

M10 Demonstrate perseverance

M11 Pay attention to detail

M12 Use time effectively

M13 Drive defensively

VITA

NAME: Joseph Andrew Blake

PLACE OF BIRTH: Kitchener, Ontario, Canada

YEAR OF BIRTH: 1933

POST SECONDARY EDUCATION: Bachelor of Education and Master of Education Degrees from the University of Alberta.

HONOURS AND AWARDS: Korea Medal, United Nations Service Medal, The Canadian Forces' Decoration and Clasp.

RELATED WORK EXPERIENCE: Mr. Andy Blake is a former commissioned officer of the Canadian Armed Forces. He served 25 years in the police and security branch, specializing in criminal investigation and military intellience. He served in the Korean War, served two years in Japan and three years in Europe as well as various postings throughout Canada. Mr. Blake was aircraft security officer to Her Majesty the Queen and His Royal Highness Prince Philip during the 1973 Royal Tour and Commonwealth Prime Minister Conference. His last position was that of Deputy Base Security Officer at Canadian Forces Base Edmonton.

Mr. Blake has been the Program Head of the Law Enforcement and Security Program at Grant MacEwan Community College for the past 14

years. He has studied policing in France Germany, Italy, England and East and West Berlin. He is a member of the Steering Committee and Secretary Treasurer of the Police Educators Conference Board of Canada, a member of the International Association of Chiefs of Police and a member of Phi Delta Kappa.

PUBLICATIONS: Chapter contribution to The Police Function in Canada edited by William T. McGrath and Michael P. Mitchell, published by Methuen, 1981, Chapter 5, The Role of Police in Society.

Grant MacEwan
Community College

COMPETENCY ANALYSIS

SECURITY GU

A — PROTECT ASSETS (PERSONAL, PROPERTY & INFORMATION)

A-1 PROTECT SAFETY OF EMPLOYEES	A-2 CONTROL KEYS	A-3 SECURE CONFIDENTIAL INFORMATION	A-4 MONITOR EQUIPMENT FUNCTIONING	A-5 PERFORM PREVENTIVE MAINTENANCE CHECKS ON EQUIPMENT	A-6 PREPARE AND CHECK INVENTORY	A-7 STORE VALUABLES
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

A-8 PREPARE & IMPLEMENT LOSS CONTROL PROCEDURES	A-9 TRANSFER MONEY	A-10 ESCORT PEOPLE (VISITORS/COURIERS)
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

B — RESPOND TO EMERGENCIES

B-1 RESPOND TO ALARMS	B-2 MAKE PRIORITY DECISIONS	B-3 IMPLEMENT CLIENT'S EMERGENCY/ DISASTER PLANS	B-4 ASSIST EMERGENCY RESPONSE TEAMS	B-5 USE EMERGENCY EQUIPMENT	B-6 EVALUATE AND CONTROL CROWDS	B-7 CONDUCT EVACUATIONS
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

B-8 CONTROL TRAFFIC	B-9 APPLY CPR	B-10 APPLY FIRST AID	B-11 CONDUCT WRAP-UP AND RETURN TO NORMAL OPERATION	B-12 SUPERVISE MEDIA ACCESS
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

C — CONTROL ACCESS

C-1 MAN SECURITY CONTROL CENTER	C-2 INSPECT FOR COMPLIANCE WITH REGULATIONS	C-3 CHECK I.D.'S	C-4 INSPECT VEHICLE PERMITS	C-5 RESTRICT DANGEROUS ACCESS (GOODS AND PEOPLE)	C-6 MAINTAIN KEY CONTROL	C-7 CONDUCT SEARCHES
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

C-8 CONTROL MOVEMENT OF PERSONNEL	C-9 USE MONITORING EQUIPMENT	C-10 USE COMPUTER SYSTEMS
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

PETENCY ANALYSIS PROFILE

ECURITY GUARD

Demographic Information

Please answer the following questions:

AGE _____ SEX _____

LAST GRADE COMPLETED
- ☐ grades 1-9
- ☐ grade 10
- ☐ grade 11
- ☐ grade 12
- ☐ grade 13

POST SECONDARY EDUCATION
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ undergraduate university

Total number of years as a security guard:
- ☐ less than 2 years
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years or more

How long have you been with present employer:
- ☐ less than 2 years
- ☐ 2-3 years
- ☐ 3-5 years
- ☐ over 5 years

How many different security agencies have you worked for:
- ☐ 1
- ☐ 2-5
- ☐ over 5

Indicate by X general security areas in which you are now or have been employed.

Government security _____
(federal, provincial, municipal buildings)

Institutions and Hospital security _____
(Schools, Colleges, Correctional Institutes)

Highrise and Commercial properties security _____
(including mall security, office towers)

Industrial security _____
(petro-chemical industrial, manufacturing plants, etc.)

Other _____

Have you had any formal training to be a security guard? **yes** ☐ **no** ☐

If yes: how many hours of classroom instruction did you receive:
before starting the job? _____
after starting the job? _____

Estimate how many hours of on-the-job training you received:
_____

ORE
ABLES

	A.S.J.
S.P.	R.

DUCT
ATIONS

	A.S.J.
S.P.	R.

UCT
HES

	A.S.J.
S.P.	R.

J — COMMUNICATE

J-1 USE VERBAL SKILLS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-2 LIMIT COMMUNICATIONS OF CLASSIFIED INFORMATION			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-3 USE TWO-WAY RADIO AND CODES			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-4 USE TELEPHONES			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-5 USE TRAFFIC CONTROL SIGNALS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-6 USE INTERCOM SYSTEMS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-7 USE PAGING SYSTEMS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-8 USE WORD PROCESSING SYSTEMS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-9 USE TELECOMMUNICATION EQUIPMENT			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

J-10 USE NON-VERBAL SKILLS (I.E. BODY LANGUAGE)			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

K — PARTICIPATE IN PROFESSIONAL DEVELOPMENT

K-1 DESCRIBE THE PURPOSE OF SECURITY			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

K-2 DESCRIBE HOW SECURITY FUNCTIONS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

K-3 MAINTAIN CONFIDENTIALITY			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

K-4 ESTABLISH CAREER GOALS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

K-5 MAINTAIN VALID OPERATOR'S LICENSE			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L — CONDUCT FIELD/SITE SUPERVISION

L-1 COORDINATE EMERGENCIES			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L-2 INTERPRET CLIENT PROCEDURES			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L-3 RECOMMEND CHANGES TO UPDATE POST ORDERS			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L-4 ENSURE PROPER DRESS AND DEPORTMENT			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L-5 ESTABLISH CHAIN OF COMMAND			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L-6 EVALUATE PERFORMANCE OF SUBORDINATES			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

L-7 PROVIDE CAREER GUIDANCE			
YES	B.S.J.	A.S.J.	
NO	N.R.	S.P.	R.

A — PROTECT ASSETS (PERSONAL, PROPERTY & INFORMATION)

PROTECT SAFETY OF EMPLOYEES	CONTROL KEYS	CONFIDENTIAL INFORMATION	EQUIPMENT FUNCTIONING
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

MAINTENANCE CHECKS ON EQUIPMENT	PREPARE AND CHECK INVENTORY	STORE VALUABLES	
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	

A-8 PREPARE & IMPLEMENT LOSS CONTROL PROCEDURES	A-9 TRANSFER MONEY	A-10 ESCORT PEOPLE (VISITORS/COURIERS)
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

B — RESPOND TO EMERGENCIES

B-1 RESPOND TO ALARMS	B-2 MAKE PRIORITY DECISIONS	B-3 IMPLEMENT CLIENT'S EMERGENCY/ DISASTER PLANS	B-4 ASSIST EMERGENCY RESPONSE TEAMS	B-5 USE EMERGENCY EQUIPMENT	B-6 EVALUATE AND CONTROL CROWDS
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

B-7 CONDUCT EVACUATIONS	B-8 CONTROL TRAFFIC	B-9 APPLY CPR	B-10 APPLY FIRST AID
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

B-11 CONDUCT WRAP-UP AND RETURN TO NORMAL OPERATION	B-12 SUPERVISE MEDIA ACCESS
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

C — CONTROL ACCESS

C-1 MAN SECURITY CONTROL CENTER	C-2 INSPECT FOR COMPLIANCE WITH REGULATIONS	C-3 CHECK I.D.'S	C-4 INSPECT VEHICLE PERMITS	C-5 RESTRICT DANGEROUS ACCESS (GOODS AND PEOPLE)	C-6 MAINTAIN KEY CONTROL
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

C-7 CONDUCT SEARCHES	C-8 CONTROL MOVEMENT OF PERSONNEL	C-9 USE MONITORING EQUIPMENT	C-10 USE COMPUTER SYSTEMS
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

D — CONDUCT PATROL DUTIES

D-1 ESTABLISH SECURITY PRESENCE (BE SEEN)	D-2 CHECK FOR SECURITY BREACHES	D-3 IMPLEMENT LOCK/ UNLOCK SCHEDULES	D-4 CONDUCT FIRE CHECKS	D-5 CHECK FOR INTRUDERS (B & E)	D-6 RECOGNIZE UNUSUAL SITUATIONS
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

D-7 PERFORM MAINTENANCE CHECKS	D-8 CHECK WITH AFTER HOURS STAFF	D-9 CHECK FOR ENVIRONMENTAL HAZARDS	D-10 MAINTAIN SECURITY EQUIPMENT	D-11 OBSERVE FOR SAFETY INFRACTIONS	D-12 CHECK FOR VANDALISM
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

D-13 CONDUCT SURVEILLANCE	D-14 ENFORCE CITY PARKING BY-LAWS	
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	

E — CONDUCT FIRE PREVENTION INSPECTIONS

E-1 MONITOR FOR FIRE HAZARDS	E-2 CHECK FIRE EXITS AND LIGHTS	E-3 MONITOR FIRE ALARM PANELS	E-4 INSPECT FIRE EQUIPMENT	E-5 CONDUCT FIRE DRILLS	E-6 CLEAR FIRE LANES
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. D.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

F — ENFORCE LAWS AND POLICIES

F-1 INTERPRET/APPLY APPROPRIATE LAWS	F-2 INTERPRET COMPANY POLICIES	F-3 CONDUCT INVESTIGATIONS	F-4 GIVE (VERBAL/ WRITTEN) WARNINGS	F-5 DESCRIBE CITIZENS RIGHTS OF ARREST	F-6 MAKE AN ARREST
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

F-7 PROTECT EVIDENCE	F-8 CONTACT POLICE	F-9 CONTACT COMPANY AUTHORITIES
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

F-10 TESTIFY IN COURT
YES B.S.J. A.S.J. / NO N.R. S.P. R.

G — DEMONSTRATE PUBLIC RELATIONS

G-1 MAINTAIN DRESS AND DEPORTMENT	G-2 RECEIVE/GREET VISITORS	G-3 DEMONSTRATE COURTESY	G-4 PROVIDE INFORMATION	G-5 GIVE DIRECTIONS	G-6 HANDLE HIGH-STRESS SITUATIONS
YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.	YES B.S.J. A.S.J. / NO N.R. S.P. R.

G-7 HANDLE DIFFICULT PEOPLE
YES B.S.J. A.S.J. / NO N.R. S.P. R.

☐ 2-3 years
☐ 3-5 years
☐ over 5 years

Estimate how many hours of on-the-job training you received:

_____

How many different security agencies have you worked for:

☐ 1
☐ 2-5
☐ over 5

J — COMMUNICATE

J-1 USE VERBAL SKILLS	J-2 LIMIT COMMUNICATIONS OF CLASSIFIED INFORMATION	J-3 USE TWO-WAY RADIO AND CODES	J-4 USE TELEPHONES	J-5 USE TRAFFIC CONTROL SIGNALS	J-6 USE INTERCOM SYSTEMS	J-7 USE PAGING SYSTEMS
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

J-8 USE WORD PROCESSING SYSTEMS	J-9 USE TELECOMMUNICATION EQUIPMENT	J-10 USE NON-VERBAL SKILLS (I.E. BODY LANGUAGE)
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

K — PARTICIPATE IN PROFESSIONAL DEVELOPMENT

K-1 DESCRIBE THE PURPOSE OF SECURITY	K-2 DESCRIBE HOW SECURITY FUNCTIONS	K-3 MAINTAIN CONFIDENTIALITY	K-4 ESTABLISH CAREER GOALS	K-5 MAINTAIN VALID OPERATOR'S LICENSE
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

L — CONDUCT FIELD/SITE SUPERVISION

L-1 COORDINATE EMERGENCIES	L-2 INTERPRET CLIENT PROCEDURES	L-3 RECOMMEND CHANGES TO UPDATE POST ORDERS	L-4 ENSURE PROPER DRESS AND DEPORTMENT	L-5 ESTABLISH CHAIN OF COMMAND	L-6 EVALUATE PERFORMANCE OF SUBORDINATES	L-7 PROVIDE CAREER GUIDANCE
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

L-8 PROVIDE PERSONAL GUIDANCE	L-9 ESTABLISH RAPPORT AND LEADERSHIP	L-10 DISCIPLINE SUBORDINATES	L-11 PROVIDE POSITIVE FEEDBACK	L-12 ASSIGN DUTIES	L-13 PREPARE BILLING RECORDS
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

M — EXHIBIT PERSONAL CHARACTERISTICS

M-1 MAINTAIN BONDABLE STATUS	M-2 DEMONSTRATE HONESTY	M-3 DEMONSTRATE PUNCTUALITY	M-4 LISTEN AND BE PATIENT	M-5 DEMONSTRATE OBJECTIVITY	M-6 DEMONSTRATE GOOD JUDGEMENT	M-7 DISPLAY SELF CONFIDENCE
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

M-8 SHOW PRIDE IN ONE'S DRESS AND DEPORTMENT	M-9 DEMONSTRATE AN INTEREST IN LAW ENFORCEMENT	M-10 DEMONSTRATE PERSEVERENCE	M-11 PAY ATTENTION TO DETAIL	M-12 USE TIME EFFECTIVELY	M-13 DRIVE DEFENSIVELY
YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.	YES B.S.J. A.S.J.
NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.	NO N.R. S.P. R.

INSTRUCTIONS

ATTENTION: SECURITY GUARD

Please complete each block by following the procedure indicated.

Question	IF YES	IF NO
Have you used this task or skill in any	Should this task or skill be learned by a security guard ?	Why is the task or skill not used ? Circle One:

		C-8 CONTROL MOVEMENT OF PERSONNEL YES B.S.J. A.S.J. NO N.R. S.P. R.	C-9 USE MONITORING EQUIPMENT YES B.S.J. A.S.J. NO N.R. S.P. R.	C-10 USE COMPUTER SYSTEMS YES B.S.J. A.S.J. NO N.R. S.P. R.				
D	CONDUCT PATROL DUTIES	D-1 ESTABLISH SECURITY PRESENCE (BE SEEN) YES B.S.J. A.S.J. NO N.R. S.P. R.	D-2 CHECK FOR SECURITY BREACHES YES B.S.J. A.S.J. NO N.R. S.P. R.	D-3 IMPLEMENT LOCK/UNLOCK SCHEDULES YES B.S.J. A.S.J. NO N.R. S.P. R.	D-4 CONDUCT FIRE CHECKS YES B.S.J. A.S.J. NO N.R. S.P. R.	D-5 CHECK FOR INTRUDERS (B & E) YES B.S.J. A.S.J. NO N.R. S.P. R.	D-6 RECOGNIZE UNUSUAL SITUATIONS YES B.S.J. A.S.J. NO N.R. S.P. R.	D-7 PERFORM MAINTENANCE CHECKS YES B.S.J. A.S.J. NO N.R. S.P. R.
		D-8 CHECK WITH AFTER HOURS STAFF YES B.S.J. A.S.J. NO N.R. S.P. R.	D-9 CHECK FOR ENVIRONMENTAL HAZARDS YES B.S.J. A.S.J. NO N.R. S.P. R.	D-10 MAINTAIN SECURITY EQUIPMENT YES B.S.J. A.S.J. NO N.R. S.P. R.	D-11 OBSERVE FOR SAFETY INFRACTIONS YES B.S.J. A.S.J. NO N.R. S.P. R.	D-12 CHECK FOR VANDALISM YES B.S.J. A.S.J. NO N.R. S.P. R.	D-13 CONDUCT SORVEILLANCE YES B.S.J. A.S.J. NO N.R. S.P. R.	D-14 ENFORCE CITY PARKING BY-LAWS YES B.S.J. A.S.J. NO N.R. S.P. R.
E	CONDUCT FIRE PREVENTION INSPECTIONS	E-1 MONITOR FOR FIRE HAZARDS YES B.S.J. A.S.J. NO N.R. S.P. R.	E-2 CHECK FIRE EXITS AND LIGHTS YES B.S.J. A.S.J. NO N.R. S.P. R.	E-3 MONITOR FIRE ALARM PANELS YES B.S.J. A.S.J. NO N.R. S.P. R.	E-4 INSPECT FIRE EQUIPMENT YES B.S.J. A.S.J. NO N.R. S.P. R.	E-5 CONDUCT FIRE DRILLS YES B.S.J. A.S.J. NO N.R. D.P. R.	E-6 CLEAR FIRE LANES YES B.S.J. A.S.J. NO N.R. S.P. R.	
F	ENFORCE LAWS AND POLICIES	F-1 INTERPRET/APPLY APPROPRIATE LAWS YES B.S.J. A.S.J. NO N.R. S.P. R.	F-2 INTERPRET COMPANY POLICIES YES B.S.J. A.S.J. NO N.R. S.P. R.	F-3 CONDUCT INVESTIGATIONS YES B.S.J. A.S.J. NO N.R. S.P. R.	F-4 GIVE (VERBAL/WRITTEN) WARNINGS YES B.S.J. A.S.J. NO N.R. S.P. R.	F-5 DESCRIBE CITIZENS RIGHTS OF ARREST YES B.S.J. A.S.J. NO N.R. S.P. R.	F-6 MAKE AN ARREST YES B.S.J. A.S.J. NO N.R. S.P. R.	F-7 PROTECT EVIDENCE YES B.S.J. A.S.J. NO N.R. S.P. R.
		F-8 CONTACT POLICE YES B.S.J. A.S.J. NO N.R. S.P. R.	F-9 CONTACT COMPANY AUTHORITIES YES B.S.J. A.S.J. NO N.R. S.P. R.	F-10 TESTIFY IN COURT YES B.S.J. A.S.J. NO N.R. S.P. R.				
G	DEMONSTRATE PUBLIC RELATIONS	G-1 MAINTAIN DRESS AND DEPORTMENT YES B.S.J. A.S.J. NO N.R. S.P. R.	G-2 RECEIVE/GREET VISITORS YES B.S.J. A.S.J. NO N.R. S.P. R.	G-3 DEMONSTRATE COURTESY YES B.S.J. A.S.J. NO N.R. S.P. R.	G-4 PROVIDE INFORMATION YES B.S.J. A.S.J. NO N.R. S.P. R.	G-5 GIVE DIRECTIONS YES B.S.J. A.S.J. NO N.R. S.P. R.	G-6 HANDLE HIGH-STRESS SITUATIONS YES B.S.J. A.S.J. NO N.R. S.P. R.	G-7 HANDLE DIFFICULT PEOPLE YES B.S.J. A.S.J. NO N.R. S.P. R.
		G-8 ESCORT PEOPLE AND TOURS YES B.S.J. A.S.J. NO N.R. S.P. R.	G-9 RECOGNIZE VARIOUS PUBLICS YES B.S.J. A.S.J. NO N.R. S.P. R.					
H	CONDUCT ON-THE-JOB TRAINING	H-1 ORIENTATE NEW GUARDS YES B.S.J. A.S.J. NO N.R. S.P. R.	H-2 INTERPRET COMPANY/CLIENT POLICIES TO NEW GUARDS YES B.S.J. A.S.J. NO N.R. S.P. R.	H-3 CONDUCT SITE SPECIFIC TRAINING YES B.S.J. A.S.J. NO N.R. S.P. R.	H-4 TRAIN NEW GUARDS IN REPORT WRITING YES B.S.J. A.S.J. NO N.R. S.P. R.	H-5 ORIENT NEW SITE EMPLOYEES YES B.S.J. A.S.J. NO N.R. S.P. R.		
I	WRITE REPORTS	I-1 PREPARE WORK SCHEDULES YES B.S.J. A.S.J. NO N.R. S.P. R.	I-2 MAINTAIN PERSONAL NOTE BOOK YES B.S.J. A.S.J. NO N.R. S.P. R.	I-3 CREATE FORMS AS REQUIRED YES B.S.J. A.S.J. NO N.R. S.P. R.	I-4 COMPLETE FACILITY REPORTS YES B.S.J. A.S.J. NO N.R. S.P. R.	I-5 COMPLETE DAILY LOG REPORTS YES B.S.J. A.S.J. NO N.R. S.P. R.	I-6 PREPARE OCCURRENCE REPORTS YES B.S.J. A.S.J. NO N.R. S.P. R.	I-7 SUMMARIZE MONTHLY ACTIVITIES YES B.S.J. A.S.J. NO N.R. S.P. R.
		I-8 FILL OUT TIME SHEETS YES B.S.J. A.S.J. NO N.R. S.P. R.	I-9 WRITE MEMOS YES B.S.J. A.S.J. NO N.R. S.P. R.					

L — CONDUCT FIELD/SITE SUPERVISION

L-1 COORDINATE EMERGENCIES	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-2 INTERPRET CLIENT PROCEDURES	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-3 RECOMMEND CHANGES TO UPDATE POST ORDERS	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-4 ENSURE PROPER DRESS AND DEPORTMENT	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-5 ESTABLISH CHAIN OF COMMAND	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-6 EVALUATE PERFORMANCE OF SUBORDINATES	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-7 PROVIDE CAREER GUIDANCE	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-8 PROVIDE PERSONAL GUIDANCE	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-9 ESTABLISH RAPPORT AND LEADERSHIP	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-10 DISCIPLINE SUBORDINATES	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-11 PROVIDE POSITIVE FEEDBACK	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-12 ASSIGN DUTIES	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
L-13 PREPARE BILLING RECORDS	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.

M — EXHIBIT PERSONAL CHARACTERISTICS

M-1 MAINTAIN BONDABLE STATUS	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-2 DEMONSTRATE HONESTY	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-3 DEMONSTRATE PUNCTUALITY	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-4 LISTEN AND BE PATIENT	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-5 DEMONSTRATE OBJECTIVITY	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-6 DEMONSTRATE GOOD JUDGEMENT	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-7 DISPLAY SELF CONFIDENCE	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-8 SHOW PRIDE IN ONE'S DRESS AND DEPORTMENT	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-9 DEMONSTRATE AN INTEREST IN LAW ENFORCEMENT	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-10 DEMONSTRATE PERSEVERENCE	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-11 PAY ATTENTION TO DETAIL	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-12 USE TIME EFFECTIVELY	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.
M-13 DRIVE DEFENSIVELY	YES	B.S.J.	A.S.J.
	NO	N.R.	S.P. / R.

INSTRUCTIONS

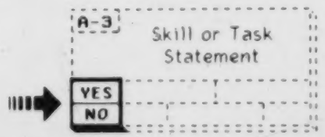
ATTENTION: SECURITY GUARD

Please complete each block by following the procedure indicated.

Question

Have you used this task or skill in any of the job situations you have been employed in as a SECURITY GUARD ?

Circle YES or NO



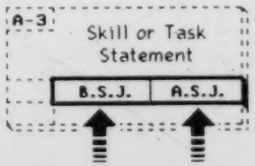
IF YES

Should this task or skill be learned by a security guard ?

Circle One:

B.S.J. - Before starting job as security guard ?

A.S.J. - After starting job as security guard ?



IF NO

Why is the task or skill not used ?

Circle One:

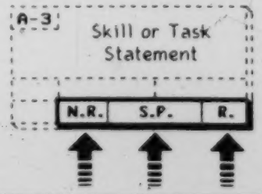
N.R. - Not relevant. The task or skill is not relevant to any security job I have ever had

or

S.P. - Task or skill is done by a more senior person

or

R - Task or skill is relevant (essential) to my job but I do not use it because I lack instruction or training in this area



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